

School and Community



In this issue:

Your Part in School Legislation
President Advocates Federal Aid
Administrators Meet in St. Louis

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MISSOURI STATE TEACHERS ASSOCIATION
COLUMBIA, MISSOURI

School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. XXXV

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COVER PICTURE

Looking across the Missouri River with the State Capitol and Governor's Mansion in the foreground. Massie: Mo. Dept. of Resources and Development.

INKS FRANKLIN, EDITOR

Send All Contributions to the Editor

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The class that took a "STAND" on nutrition

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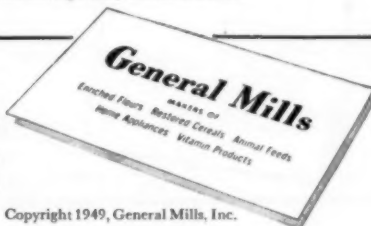
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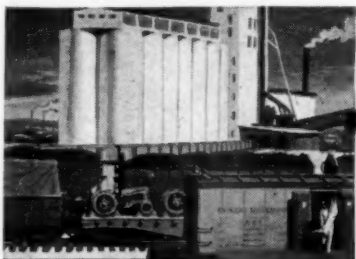
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YOU and A "Trackside"

Your Railroads Report for 1948

Nearly all the things you eat, wear, or use, and the materials of which they're made, move to you—somewhere along the line—*by rail*. So here's a "trackside" report of how the railroads did their job of serving you last year:



1. Delivering the Goods. Every day in 1948 the railroads hauled an average of 12 tons of freight one mile *for every man, woman, and child in the United States!*

2. Carrying People. Nearly two million people rode the railroads every day. That's equivalent to carrying *every man, woman, and child in the country on a trip of almost 300 miles during the year.*

3. Improving Efficiency. Last year the average American freight train moved more tons of freight more miles per hour *than ever before in American railroad history!*

4. Improving the Transportation "Factory." In 1948 the railroads spent for improvements alone more than a billion dollars. That meant spending an average of *three million dollars per day*—for new streamlined passenger trains, new freight cars, and new, more efficient locomotives—for new track, signals, and shops to keep them rolling even more surely, more efficiently.



5. Paying Their Own Way. Railroads provide and maintain their roadway and equipment with railroad dollars, not taxpayers' dollars. In addition they pay about a billion dollars a year in taxes. These taxes help support schools, roads, and the public safety and welfare. They are not spent for the special benefit of the railroads.

For their services the railroads received in 1948 an average of only about 1¼ cents for hauling a ton of freight one mile. And for carrying a passenger one mile, they got considerably less than they got a quarter of a century ago—when wages and the prices of railroad materials and supplies were only half what they are now.

To keep on making improvements in service, railroads must continue investing money in plants and facilities. To be able to do this they must make earnings in line with today's costs. For only adequate earnings can justify the investment required to keep America's railroads the most efficient, the most economical, and the safest mass transportation system in the world.

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That "board" consists of our employees, our customers, and our stockholders—the three groups which have a primary interest in our business.

We believe it is to the benefit of the entire social order that we operate our company in the best interests of these three groups. And they give us some pretty tough quizzes from time to time.

We believe our customers deserve the very best product we can manufacture at the lowest possible price. Our employees are entitled to steady employment, good working conditions, and the highest possible income consistent with the economics of the business. Our stockholders should have a reasonable return on the capital they invest in our business. Our constant purpose is to maintain a fair balance between these three groups.

In every college community in the country, one or more of these groups is represented. How well do our principles work out in practice?

TAKE EMPLOYEES. In the last six years, the number of IH employes has increased from 60,000 to 90,000—an increase of 30,000 jobs. In the same period, the average straight time hourly earnings of our factory employes have increased 92.6%.

TAKE CUSTOMERS. Last year we produced more goods and services than ever before. Customers benefited from the fact that our margin of profit on sales was one-third less than in 1941.

TAKE STOCKHOLDERS. They have had fair return on the savings they have invested in our Company. Dividends on common stock last year are equivalent to 5% on the book value, as compared with 4% in 1941.

TAKE THE COMPANY. Last year we had profits, after taxes, of 5½ cents from each dollar of



THIS 1,000,000-VOLT X-RAY MACHINE in Harvester's Manufacturing Research Department "looks through" 5½ inches of steel to examine the structure of fabricated parts. To protect operators and others from secondary radiation from its powerful tube, the machine is housed in a room with concrete walls 18 inches thick. Control is from a panel outside the room.

sales. We believe most people regard this as a reasonable rate of profit.

We know it is our continuing ability to earn a reasonable profit that has made it possible for International Harvester in the past year to *serve more people*—customers, employees, and stockholders—in greater measure than ever before. *Profits mean progress for everyone.*

We hope to be able to continue this record with each succeeding year in the future.

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Your Part in School Legislation

Below are brief statements on the state school legislation being sponsored by your Association this session.

Enactment of this legislation into law would better the educational opportunities of all pupils in Missouri and every teacher in the public schools. See the December and January issues for more complete information on the program.

The success of this program in the General Assembly in no small way depends upon the initiative and resourcefulness of every teacher. This is your program formulated by your committees and approved by your Delegate Assembly. It may not include all that you desire. There may be some variance in viewpoints on some items included. However, it does represent in the judgment of your committees the best program possible of attainment at this time.

The united effort and singleness of action of every member of the profession will help to achieve our goals. Anything less than this will be disregarding the best interests of school children and our profession.

The Program

Finance

1. A state appropriation of \$45,000,000 per year.
2. A joint and concurrent resolution amending the state constitution to permit school districts to levy taxes for current purposes by a majority vote instead of the present two-thirds.
3. More equitable assessment of property.

Retirement

4. Raise the base for contribution for both teachers and school districts to a maximum salary of \$3,000; change the formula for determining benefits so that on the third step, final average salary would be multiplied by .65% instead of .5%, making the maximum benefit \$125 per month.
5. Include all school employees in the retirement system.
6. Give the Board of Trustees permission to grant prior service credit to a teacher

who taught within the three year period immediately prior to August 1, 1945, if the teacher returns to teaching before July 1, 1950, and if such teacher teaches in the public schools of Missouri not less than seven years after returning before retirement.

7. Provide a suitable plan for reciprocity with other states.

School Buildings

8. A minimum of \$10,000,000 per year from the general revenue to be made available on a matching basis with additional grants to districts bonded to the constitutional limit.
9. A joint and concurrent resolution to amend the State Constitution increasing the bonding capacity from 5 to 10 per cent of the assessed valuation.
10. State aid to Junior Colleges, improvement in the compulsory attendance laws and laws to promote safety in school transportation will likely receive attention.

Your Part

1. Every teacher must be thoroughly informed of the details of proposed legislation.
2. Lay leaders must likewise be informed through the action of teachers.
3. Your Community Teachers Association should devote at least one meeting to a full discussion of legislation.
4. Assist your local newspapers in getting complete coverage of the program.
5. Local lay groups should endorse the legislative program. Send copies of endorsement to the Legislature.
6. Teachers should become members of local lay organizations and participate.
7. Visit with, write, telephone, or telegraph your Representative or Senator and ask your friends to do likewise in order to inform members of the Legislature of your stand on school legislation.
8. Urge lay organizations to devote one program to a study of school legislation.
9. When your Representative or Senator favors school legislation let him know of your appreciation by letters of thanks.

Administrators Meet in St. Louis

One of three regional conferences of the American Association of School Administrators will meet in St. Louis, February 27 to March 2. The theme of the meeting which will open with a vesper service late Sunday afternoon is "Education and the General Welfare."

General Sessions

The Monday morning theme "Education for Democracy" will be developed by Mabel Studebaker, president National Education Association and President James B. Conant of Harvard.

"Education for Conservation of Human and Natural Resources" will be discussed at the Monday afternoon session with Allison Davis and Willard Goslin as speakers.

The Tuesday evening program which is always a highlight of the convention will be presented by the Associated Exhibitors of the National Education Association.

Gill Robb Wilson and H. B. Bruner will discuss air-age education at the Wednesday general session.

Music at the Sunday afternoon vesper service and the general sessions will be provided by the St. Louis schools except at the Second General Session when the a cappella choir of the Webster Groves public schools will be presented.

Discussion Groups

To permit more general participation President Willard Goslin has increased the number of discussion groups and every attempt will be made to use as far as possible participants who are drawn from the younger and newer members of the administrative group.

Discussion groups are scheduled for Monday afternoon, Tuesday morning, Tuesday afternoon and Wednesday morning or afternoon. Four discussion groups on various phases of the school building problem and two discussion groups on problems of school district reorganization have been set up.

Among the other topics are: The Board of Education and the Superintendent of

Schools; What Are the Prospects of Federal Aid to Education?; What Shall We Teach About Aviation?; What Are the Fundamental Issues Involved in Released Time for Religious Education?; Camping Education and the Extended School Year; Pertinent Problems in School Transportation; The Challenge of UNESCO to the Public Schools; Does America Need a New Terminal School for Youth?; Federal-State-Local Relationships in Education; Parental and Preschool Education; Public Relations Problems and Practice; and Do We Need a New Program of Teacher Education?

Hospitality Hour

An informal hospitality hour will be held on Monday afternoon for the visiting administrators. Hosts for the occasion will be the Missouri State Teachers Association and the Missouri Association of School Administrators.

Elementary School Principals

The Department of Elementary School Principals of the National Education Association and the Missouri State Teachers Association will meet on February 28, in the Steamboat Room at the Mark Twain Hotel in St. Louis for 12:30 luncheon.

The principal speaker will be John L. Bracken, superintendent of schools, Clayton, who will use as his subject, "I Wish I Were Principal Again."

Reservations for the luncheon, price, \$1.75, should be sent to Mamie Reed, 9060 Ladue Road, St. Louis County, Missouri, by February 26.

On March 1, at 10:00 a.m. the Elementary School Principals will hold a joint meeting with the AASA to discuss the topic "What Does the Superintendent Need to Know About Child Growth and Development?"

"Parental and Pre-School Education" will receive the attention of the elementary school principals and the school administrators in a meeting at 2:30 p.m.

President Advocates Federal Aid

Senate bill to provide federal aid to education introduced

President Truman recommended that Congress enact legislation to give federal aid to elementary and secondary schools on January 5, in his "State of the Union" address.

A bill enabling the federal government to participate in the financial support of schools was introduced in the United States Senate January 6, by Senator Elbert D. Thomas, Democrat, of Utah. Support for the measure, which in the same form was adopted by the Senate in the 80th Congress by a vote of 58 to 22, is bipartisan. The new bill is S246.

The following members of the Senate joined Senator Thomas in sponsoring the legislation: Dennis Chavez, (D) New Mexico; Allen J. Ellender, (D) Louisiana; Lister Hill (D) Alabama; J. Howard McGrath, (D) Rhode Island; James E. Murray, (D) Montana; Claude Pepper, (D) Florida; Mathew M. Neely, (D) West Virginia; George D. Aiken, (R) Vermont; Irving M. Ives, (R) New York; H. Alexander Smith, (R) New Jersey; Robert A. Taft, (R) Ohio; Charles W. Tobey, (R) New Hampshire; and Russell B. Long, (D) Louisiana.

Senator Taft, who introduced the bill in the last Congress, endorsed the new bill in behalf of the Republican sponsorship.

The amount involved is \$300,000,000 per year for the purpose of helping the states, particularly those in greatest need, to provide schools for all children and to help equalize educational opportunity by setting up a minimum foundation school program. The bill seeks to provide for every child in the United States an expenditure of no less than \$50 per year for education.

In accordance with the terms of the new federal aid bill, no state will receive less than \$5 for each child of school age. The moneys appropriated are to be issued by the federal Treasury to the state treasuries and expended at the direction of the educational officials of the respective states.

Allocation of the funds to the states will be directly in proportion to the number of children to be educated and in inverse proportion to the wealth of the state. In states where schools are maintained for separate racial groups, such schools will receive federal funds in proportion to the ratio of the minority groups to the total population of the state.

An important item of the bill provides that control of educational policies shall remain in the hands of the states and their localities. Federal control or influence of the educational program is specifically prohibited.

We hope every teacher and administrator will feel it his personal responsibility to contact his Congressman and U. S. Senators asking their support for federal aid to education.

Lay groups and lay organizations, civic clubs and responsible citizens should be urged to add their weight to the call for federal assistance to public schools.

Community teacher associations should spend the time during at least one meeting on federal aid.

President Truman in his state of the Union message to Congress on January 5, 1949, made these statements regarding education:

Our schools, in many localities, are utterly inadequate.

Our democratic ideals are often thwarted by prejudice and intolerance. . . .

It is equally shocking that millions of our children are not receiving a good education. Millions of them are in over-crowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers, or to hold the ones we have. All these school problems will become much more acute as a result of the tremendous increase in the enrollment in our elementary schools in the next few years. I cannot repeat too strongly my desire for prompt federal financial aid to the states to help them operate and maintain their school systems.

Assessment Study Completed

THE Legislative Research Committee of the General Assembly of Missouri has recently completed a study of assessed valuations of general and personal property in selected portions of the state.

The apparent lack of uniformity in assessed valuation of general property in Missouri has long been recognized by the Missouri State Teachers Association as one of the basic problems in school finance. Several committees of the Missouri State Teachers Association and several Delegate Assemblies have called attention to this problem over a period of years. The Sources of School Revenue Committee of the Association has been particularly active in pointing out the need for equalized assessments.

The problem of uniform assessment of property is of considerable importance as the study reveals for three chief reasons:

- (1) Any marked difference in the level of assessment between property owners in the same locality or between communities or counties creates unrest and dissatisfaction.
- (2) The present state tax levy of 7 cents will be borne unequally by taxpayers if assessment of similar property is not uniform.
- (3) State school money to the amount of several millions of dollars is apportioned under the equalization quota and based upon the two factors of a 20 cent levy and the assessed valuation of the district. The state guarantees a minimum of \$750 for each elementary teaching unit and \$1,000 for each high school teaching unit. For equalization purposes the state apportions for each school district the difference between the amount obtained by finding the rate of 20 cents against the assessed valuation of the district and the minimum guarantee of \$750 for each elementary unit and \$1,000 for each high school unit.

It is mandatory by law that all classes of general property in the state be assessed by the same standard and all real property and tangible personal property shall be assessed at its actual cash value.

General Property Tax

A general property tax has always been the first source of revenue for all local units of government in Missouri. Until 1921-22

it was the largest single source of revenue for the state. During this period the state income tax law which was enacted in 1917 yielded a greater amount of revenue than the general property tax.

The study points out that the state tax rate for all purposes has consistently declined by constitutional limitation and statutory provision. For the biennium 1869-71 the total levy was 50 cents. For the biennium 1946-48 the total levy was 7 cents.

The total assessed valuation of general property in 1871 was \$730,492,501 and in 1948 it was \$4,506,217,041. Thus the state levy of 1871 was \$3,652,462.55 and in 1948 it was \$3,154,351.93.

The total assessed valuation of general property has declined in the past 25 years from \$4,668,559,313 in 1924 to \$4,506,217,041 in 1948.

The assessed valuation of farm lands has declined since 1924 from \$1,547,635,287 to \$960,774,952 in 1948.

Town lots have increased in value since 1924 from \$1,737,918,569 to \$2,136,722,367 in 1948. Personal property was assessed at \$735,395,595 in 1924 and \$581,145,655 in 1948. Public utilities were assessed at \$393,643,981 in 1924 and \$509,992,217 in 1948. Merchants and manufacturers showed an assessment of \$249,477,416 in 1924 and \$317,581,850 in 1948.

Tangible Personal Property

The study made comparisons between counties in the assessed valuation of the five major classes of livestock. It was found that the average assessed valuation per head in the various counties have a wide range. The average assessed valuation of sheep in one county may be \$1.60 per head while in another county the average is as high as \$10.92 per head.

For comparison purposes the study used data gathered by the U. S. Bureau of the Census. Comparisons were made as to the number of livestock assessed in counties by the county assessor and the number reported by the Bureau of the Census. Likewise comparisons were made with regard to the assessed valuation of the livestock in the county as compared with that reported by the Bureau of the Census.

The study revealed a great range be-

tween counties of the average assessed valuation per car. In one county the average car was assessed at \$119.09. In another county the average was \$395.89.

In summarizing the research committee reports: "Apparently a vast amount of tangible personal property is not being assessed.

"Livestock and motor vehicles are everywhere being assessed far below the standard by law.

"Ninety-one county assessors and 330 township assessors each determine values within their jurisdiction. There is no agreement among assessors and no suggestions by the state tax commission prior to assessment as to a schedule of assessment values for any kind of property even though class and a range of value are easily determined.

"In counties where a low assessment of personal property exists the same low assessment of real estate prevails.

"The wide disparity between assessed values and sales prices found in all counties emphasize the inequalities of the tax

burden. In the early years properties were assessed for taxation at as little as .1 their sales prices to as much as 4 and one-half times their sales prices. In later years the assessed valuations varied from as little as one-twentieth to as much as twice the sales prices.

"From the data obtained in the 12 selected counties it appears there is a greater degree of inequality in the assessment of farm land than exists in town lots. Farm lands are assessed on the average slightly higher in relation to sales prices than town lots. The average assessment of properties in the three larger cities is higher in relation to sales prices than the assessment in smaller towns and cities."

The 65th General Assembly has the information in the study before it and will doubtless give consideration to this highly important problem.

Anyone desiring further information regarding the study or the findings should contact your Association.

Notes on Reorganization

Prepared by Section of School District Reorganization, State Department of Education

The county boards of education throughout the State are now busily engaged in studying and interpreting the data that have been assembled in their respective counties, and are beginning to formulate tentative plans for enlargement of present school districts into more satisfactory administrative units. The Cape Girardeau board was the first to submit its plan to the state. Three enlarged districts are proposed to replace 71 rural and four urban districts.

Several meetings were held throughout the State during September and October for the purpose of discussing provisions of the law, the purposes and advantages of reorganization and possible methods of procedure for county boards in their work. Such meetings were held at Springfield with eighteen county boards represented; Warrensburg with nineteen boards, Maryville with sixteen boards and Kirksville with nineteen boards present. Smaller group meetings, with from three to ten county boards attending, were held at Marble Hill,

Potosi, Poplar Bluff, Rolla, Bolivar, Nevada, Washington University, Neosho, Chillicothe and Bethany.

Up to January 1 invitations had been accepted to meet with forty-four individual county boards by the Section of District Reorganization of the State Department of Education.

Many county boards of education are using the film, *SCHOOLHOUSE IN THE RED*, in their public relations program. The picture presents a democratic method through which any community might proceed as it studies the problem of reorganization and attempts to arrive at a decision.

The December 11 issue of the "Missouri Ruralist" carries an article entitled "Its Planning Time for Better Schools" written by Cordell Tindall. The writer presents a frank analysis of the reorganization program in general, with special mention made of the work being done in Cooper, Morgan and Moniteau Counties.

The Community and You

EMMETT ELLIS, Supervisor, Central Missouri State College

THE first half of the school year is gone and the teacher, old or new, should take inventory to discover how he and the community stand in relation to one another. Most teachers are doubtless happy and well satisfied with their present jobs. Others perhaps are sorry they accepted their present jobs and are waiting anxiously for the end of the present school year so they can move on to "greener pastures." Of this last group, such a move would obviously be good not only for the individual teacher but for the community as well. To stay in a community when one is unhappy is doing a disservice to both one's self and the community which he tries to serve. A successful teacher is one who is both happy and willing to do his part at all times. To be truly satisfied, one will likely want to participate in the total life of the community and share not only its opportunities but its responsibilities as well. This procedure is indeed a fine example of good citizenship but, after all, the teacher is a citizen and, as such, should assume his full duty.

Frequently one hears that "the community will not accept the teacher at 'par value,'" and I used to believe that statement. Today, I believe that such a statement is wholly unfair to the community. In most cases, such conditions arise only when the teacher is unwilling to share the common experiences of the community of which he is a part. The teacher should never doubt his status in the community. Like other business and professional men the teacher should realize that he too is an important personality. He should also understand that his responsibilities do not stop when he leaves the school building. Like any other citizen he is jointly responsible for the entire program of the community. It may be the county fair or the community chest fund campaign that demands attention. It may mean participation in the activities of a local fraternal, civic or patriotic organization. In many cases, it will mean participation in the religious life and program of the community. Whatever it is, the teacher will find many

opportunities for service if he will only permit himself to serve. This does not mean that the new teacher must be elected to some important civic task during his first year in the community. Again, it does not mean that he will refuse civic responsibility. It simply means that if the teacher is to live well, he must use good judgment at all times and behave always as any good citizen should behave.

Unfortunately, some communities do not fully appreciate their teachers. A community of this type does not deserve the services of any teacher. Most communities will however welcome the teachers with open arms if only the teachers will accept such a welcome. At times, a community may be slow in choosing the new teacher to membership in some so-called elite club or social organization. While this may be a disappointment to some, it may later prove to be an asset rather than a liability. Later on, the deserving teacher will become fully accepted by the community and then, as any other "oldtimer" he can share fully in all the worthwhile activities of the community of which he is a part. Such an acceptance will in turn, make not only for complete happiness and satisfaction but will guarantee to one a kind of "social security" which is so essential in the life of every public servant. The teacher is now a full grown citizen of the community. Being full grown and doing one's full duty offers a distinct challenge but on the other hand it should represent joyous living as well. This kind of experience should certainly be the hope of every individual who is licensed to teach in the public schools of Missouri.

ALABAMA—NEA MEMBERSHIP

Fifty-seven counties in Alabama have enrolled teachers 100% in the National Education Association.

NEVADA—INCREASES DUES

The Nevada State Education Association has recently adopted unified state and national dues of one-half of one per cent of the annual salary.

Governor Calls for Adequate Salaries, Improved Retirement and More Security

Governor Forrest Smith made the following statement on education in his Inaugural Address:

Education

One of the most important problems in this state is the education of our children. Our citizens, through the adoption of our state Constitution, have clearly decreed that it is the responsibility of this state, to see that every child within the borders of this commonwealth has an opportunity for a good education.

Education as a state function must receive by the state the attention to which it is entitled. Our democratic society with its opportunities for a free and useful life are transmitted to our youth through education. The obligation of providing an adequate education adapted to the needs and specific ability of each individual child is our greatest challenge. Local school districts must work in a framework of laws that will encourage them to do everything within their means and ability for education on the local level.

Our state must assume its true proportion of the burden of school support. Missouri has the ability and resources to support education adequately. We cannot spend too freely of our resources to educate our youth, because they are now and always have been, our best investment for the future.

The teaching profession must be strengthened by making it more attractive. More teachers are needed especially in the rural and elementary schools.

I recommend that the teaching profession be improved during this assembly by improving the teacher retirement laws; by strengthening the security of teachers; by providing funds to pay teachers adequate salaries commensurate with their experience and qualifications. I pledge my full support to the building of the finest educational program that is within our power to achieve. We must not fail to meet this responsibility.

Travel Notes

The New Orleans tour had eighteen members.

The tour to Mexico last summer, costing \$322.75 was very successful. A chance will be offered again for those wishing this trip. For those willing to use coach service in new streamlined trains to San Antonio, the rate can be made much less. Prices will soon be ready. We will go in June.

For the two summer tours, plans are developing. Prices are based upon groups of at least twenty-five, this number being required to get the benefit of certain rates.

An effort is being made to use train coach service both for the California trip in August and for the Eastern trip in early July. In this way cost will be reduced by from thirty to seventy-five dollars for each trip. Pullman accommodations can be furnished.

Would teachers wanting to go to Europe in a few years enjoy receiving literature which is now being printed? If so, send your name and address.

It has just been announced that the Railroad Fair, which attracted almost three million people to Chicago last summer, will be repeated next summer. A three or four day trip, costing less than forty dollars, may be planned for June.

Plans for the trips East, June 30th to July 13th, and West, August 11th to August 28th, will soon be complete. If you are interested, please give us your name and address.

The committee will work hard to make fine travel offers through 1949 and if these meet with success, it will be encouraged to go ahead for 1950. Write G. H. Jamison, Kirksville, or your State Teachers Association, Columbia.

Classroom Teachers Plan Meeting

The Executive Committee of the Department of Classroom Teachers of the MSTA met at the Missouri Hotel in Jefferson City, December 11, and made plans for the spring meeting of the department.

A one-day meeting will be held in Columbia, March 26. An outstanding speaker will be obtained for the occasion and discussion groups will provide ample opportunity for teachers to participate in the meeting.

Marie Ernst, chairman of the insurance committee of the Department of Classroom Teachers, reported that considerable progress was being made in informing members of the Association with regard to the opportunities of participating in the group, sickness, accident and hospitalization insurance plan. Many applications for insurance have come in as a result of the activities of the committee and a goal of 5,000 new members has been set.

When 60% of the teachers in any county make application for the insurance an open period will be declared by the Continental Casualty Company, making it possible for every teacher to be accepted into the group. When any school district of 100 or more teachers has 60% making application an open period likewise would be declared.

A special committee to promote Bunker Hill Ranch Resort and to secure contributions for improvement of the Resort was set up by the executive committee.

A committee was also formed to make plans for the conference of the department to meet at Bunker Hill some time in August.

The entire legislative program of the Missouri State Teachers Association was endorsed unanimously by the members of the executive committee.

A Legislative-Public Relations Committee of the Department has been named to intensify the activities of the classroom teachers in school legislation.

Members of the executive committee present at the meeting were: Dr. Lois Knowles, chairman, Marie A. Ernst, Dorothy Behrens, Martha Copeland, Margaret Schowengerdt, Harold Lickey, Mrs. Buena



Stolberg, Virginia Gardner, George Hash, Herald M. Doxsee, Bert Clare Neal, and William S. Bennett.

MISSOURIANS ATTEND REGIONAL CONFERENCE

The South Central Regional Conference of the Department of Classroom Teachers of the National Education Association was held recently at the LaFayette Hotel, Little Rock, Arkansas.

Miss Dorothy Behrens, St. Louis, Miss Marie Ernst, St. Louis, and Miss Louese Phillips, Webster Groves were consultants in group discussions; Miss Margaret Schowengerdt, Webster Groves, acted as chairman of one of the groups.

Dr. Lois Knowles, chairman of the State Department of Classroom Teachers, reported the group discussion on School Policies and Program Trends. Miss George Hash, St. Joseph, talked on WOTP, UNESCO, Overseas Teachers Relief.

Other Missouri teachers attending the conference were Miss Katharine Burnett, St. Louis, Miss Virginia Doud, St. Louis, Mrs. Lucille Ely, Joplin, Miss Mary Ellen Gladstone, Albany, Mr. Carroll Lampkin, Mill Grove, Mr. L. R. Mapes, St. Louis, Mrs. Beulah Stewart, St. Joseph, Mrs. Crystal Reed, Eagleville, Miss Cora Lee Stanford, Kansas City, Miss Ethel Stockman, St. Louis, Mrs. Bessie V. Thomas, Joplin, Mr. J. W. Thomas, Joplin.

The Department of Elementary School Principals Succeeds in its Program

V. CARL ILGEN, Principal, Pershing School, University City

On November 3, 1948, at the meeting of the Assembly of Delegates of the Missouri State Teachers Association, the Committee on Sources of School Revenue outlined what it considered an acceptable program of education for the state of Missouri. This committee had been authorized by the Assembly of Delegates on November 12, 1947, to study Missouri's educational needs and to provide definitive statements as to the services that would be required in all the communities of the state to translate those needs into satisfactory realities. The cost of these services was also explored by this committee.

Of major and compelling interest to principals of the elementary schools of the state of Missouri are several sections, among others, Part 1 of this report contained in the parts captioned "Services Implementing Educational Program" and "Professional Employees," anent (1) Clerical assistance, (2) Educational preparation, and (3) Administrative and supervisory duties.

Equally interesting and challenging has been the tentatively approved plan for reclassification of Missouri's schools as described in the September, 1948 issue of *Missouri Schools*. The plan was explained to the elementary school principals at the spring meeting of 1948. Again, whereas the entire plan is of great significance to all associated with the educational program of the state, specific segments of it are of tremendous interest to members of the Department of the Elementary School Principals of Missouri. They are the sections pertaining to Special Standards for Elementary Schools and are somewhat of a similar nature as those indicated in the report of the Committee on Sources of School Revenue.

The Department of Elementary School Principals of the MSTA, organized on a state-wide basis approximately a decade ago, directed its attention, during its incipency, to the study of professional problems. After a few years of consideration these studies crystallized themselves in the

pronouncement of a tripartite program to which the organization dedicated its efforts for realization. The program enumerated the following objectives: (1) Teacher recruiting for the elementary schools, (2) In-service training of teachers, (3) The services that the supervisory principal renders in his school. It is with item 3 that this article is specifically and exclusively concerned.

Back in 1944 the Department of Elementary School Principals declared that the services of elementary school principals could and should be appreciably enhanced (1) by releasing the principal from the arduous and demanding clerical duties that usurp his time and efforts by the provision of clerical help (2) by raising the educational qualifications and requirements for his professional position (3) by categorizing principalships according to the number of teachers in the building with a positive specification as to the amount of the school day that should be devoted to administration or supervision.



The executive committee and other interested members of the department became sufficiently activated to implement the program with consultations and conferences with the state superintendent of schools, members of the State Department of Education, the Education Council (a state educational body representing all teacher training institutions), members of the school of education of Missouri University, and members of the staff of the Missouri State Teachers Association. Their interested cooperation was distinctly manifested by their generous council and guidance. These meetings occurred during the school year 1945-46. The discussions centered around the above listed objectives but were permeated and accentuated by the realization of a need of new provisions for certification. Incongruities and paradoxes arising from antiquated practices were revealed to be quite obvious.

The members of the executive committee and others who assisted to execute the program were compensated for their efforts when their suggestions for certification and classification of elementary schools became sufficiently convincing to induce the Commissioner of Education of the state of Missouri to appoint a committee for a study of the subject. In the early spring of 1947 a state-wide committee was appointed by the Commissioner of Education of which four or five members were elementary school principals. The results have been published in various publications issued by the State Department of Education.

Both reports, the one designed to reclassify the schools of the state and the other dedicated to provide greater and improved educational services for the girls and boys of Missouri positively and emphatically incorporate among their many forward-looking provisions these facades of the program of the Department of the Elementary School Principals of Missouri as formulated November 3, 1944: (1) The urgent need of clerical assistance to release principals for supervisory and administrative duties, (2) The raising of educational qualifications for the principalship, namely, that a Master's degree be required with certain requisite education subjects, and (3) The classification of elementary schools according to size with the allocation of the principal's time for supervision and administration contingent on the number of teachers.

Bracken Elected President AASA

John L. Bracken, superintendent of the Clayton public schools, has been elected president of the American Association of School Administrators.

Bracken was elected to this top post from a field of five outstanding educators nominated for the presidency. The other



candidates were: Hobart M. Corning, superintendent of schools, Washington, D. C.; Kenneth E. Oberholtzer, superintendent of schools, Denver, Colorado; Claude V. Courter, superintendent of schools, Cincinnati, Ohio; and Professor Alfred D. Simpson, Harvard University.

Superintendent Bracken has always been active in state and national activities of his profession. He has served as president of the Missouri State Teachers Association and is now a member of the Policy and Plans Committee. On the national level he was a member of the Advisory Council of the American Association of School Administrators 1937-41. In 1942 he was chairman of the important Yearbook Commission which prepared "Health in Schools." He served continuously as a member of the executive committee of the AASA from 1943-47.

His early experience in the profession includes the superintendency at Filer, Idaho, 1915-18 and principal, elementary and evening schools, Duluth, Minnesota, 1918-23. He has been superintendent at Clayton since 1923. Mr. Bracken will succeed Willard E. Goslin as president of the AASA on March 15, 1949.

Certain Teachers are Needed

HELEN CALLAWAY, Springfield

MUCH is being said about attracting people into the teaching profession. Shouldn't more be said about the kind of people who should be attracted?

As most of us know, there is a definite teacher shortage. This unusual condition has been brought about by a number of circumstances. Many teachers left the profession during the war and have not returned. Many continue to leave, seeking greener financial pastures. There are also more students in school than ever before. The veterans' educational aid program has contributed to this circumstance, as has our country's increased population. We are just beginning to receive the crop of war babies into our already over-crowded schools. Also, the increased variety of curriculum offered by most schools is causing many boys and girls to stay in school and prepare themselves for their chosen vocations. All of these factors add up to an increasing need for teachers.

Should anybody and everybody be encouraged to enter the teaching field? No, they should not. Not everyone would make a good doctor, a good engineer, or a good actor. Nor can everyone become a good teacher. What, then, are some of the qualities of a good teacher?

He should be a cheerful, friendly person. He needs to be a person of much sympathy and tolerance, one who is interested in the welfare of each individual whom he teaches. He should be willing to spend time, effort, and money to promote his continuous growth in the fields of knowledge which he teaches and in his understanding of boys and girls. He should try to learn new ways of helping them grow into better citizens and of promoting better human relations among them. He should be co-operative with his fellow workers and needs to constantly seek better ways of doing the things he believes must be done to properly educate the boys and girls of today. He should not limit his interest to his own classroom or even to his own community, but should work for better education for children everywhere.



He should be a person who is satisfied and happy only when he feels he is doing his best. He must possess patience, and faith, and courage. He must like to teach and be proud to be known as a teacher.

How can people who have these qualities be attracted into the teaching profession? There are many ways—through publicizing the need for teachers and the satisfactions of the profession, through organizations set up for the purpose of interesting students in the teaching profession, and through attractive, functional teacher training programs. Perhaps the best means, a means for which each teacher can feel a personal responsibility, is through example. An effective, growing teacher can be a potent means of attracting desirable youth to his profession.

Spring Football in Secondary Schools

DR. JACK MATTHEWS, Chairman, Department of Physical Education,
University of Missouri

Arguments for and against spring football and the practices in neighboring states

DURING the fall of 1948, 188 high schools in Missouri had teams that played 11-man interscholastic football and 19 schools had teams playing 6-man football. A large number of the schools that sponsor interscholastic football competition in the fall also have spring football sessions which range from 2 to 6 weeks in length. Under the present regulations of the Missouri State High School Athletic Association, spring football practice is permitted in Missouri high schools.

Some school administrators, as well as coaches, are opposed to having spring football practice, while other administrators and coaches strongly favor the extension of the fall season.

In view of this disagreement, the writer has undertaken to gather some information concerning the arguments for and the arguments against spring football practice for high schools. In addition to presenting the advantages and disadvantages of spring practice, it was decided to find out what controls, if any, existed in other states concerning spring football practice. This article, then, will first present the arguments for spring football, followed by a listing of the arguments against spring football, and finally it will show the prevailing regulations governing spring practice which have been established by the State High School Athletic Associations of the states which border on Missouri.

Arguments for Spring Football

(1) Obtains additional time for teaching the fundamentals of the sport. Since there is a limited amount of time in the fall of the year before the opening of the season for practice, many coaches desire to have spring practice in order to have more time for teaching the fundamental skills, as well as team play.

(2) Spreads the learning period. It is believed that skills taught in two different

learning sessions (the fall session and the spring session) will be better learned and retained longer than skills learned in the single fall session.

(3) Places the school in a more favorable position to win. If all of the other factors are equal in football except the one of spring practice, then it is believed that the school which has spring practice will have an advantage over the school that does not engage in spring practice.

(4) Equalizes the opportunity for winning. Some schools prefer not to schedule spring football practice, but since other conference schools do, or other schools on the schedules do, there is pressure on the school which does not desire to engage in spring practice to do so in order to equalize the competition. In other words, it is a matter of keeping up with the "Joneses."

(5) Presents an opportunity for coaching new students. In a number of cities students may graduate from junior high school at midyear. By having spring practice, these students, as well as Freshmen and Sophomores who did not have an opportunity to play much during the fall, could profit from spring practice.

(6) Reduces pressure on the coach. If, as is claimed, more games are won by having spring practice, the coach will be more likely to retain his job. In some Missouri high schools it is necessary for a coach to win most of his games in order to retain his position.

Arguments Against Spring Football

(1) Overemphasizes one sport. It is believed by scheduling spring football practice that too much attention and interest is directed toward football.

(2) Limits the number of spring sports in a school. In most Missouri high schools there is only one coach, and if spring practice is held for any considerable length of time usually no other sport is sponsored during that period.

Last year Texas adopted a rule prohibiting spring football practice. Following the adoption of this regulation, baseball participation increased from 469 schools in 1947 to 599 schools in 1948, a gain of 130 schools.

(3) Limits the participation of students in other spring sports. If the school is large and can sponsor a number of spring sports, such as tennis, golf, softball, track, etc., which have more recreational and carry-over value than does football, the football player will have a limited opportunity to participate in these activities because of spring football practice.

(4) Increases expense. Due to the fact that balls and, in many cases complete uniforms, are used during spring practice, there is additional wear and tear on equipment. Many schools have difficulty financing their athletic programs, and if extended practice sessions are scheduled, either poor equipment will be available for the regular season, or money will have to be taken from other activities in order to finance the total football program.

(5) Increases number of injuries. Statistics show that more injuries occur in football than any other interscholastic activity. By continuing the season in the second semester, there is a possibility of more injuries occurring than if the football season were confined to the fall.

In response to letters to the secretaries of State High School Activity and Athletic

Associations of states bordering on Missouri it was found that a majority of these states do not allow spring football practice. As shown in the table below, Arkansas, Iowa, Kansas, Nebraska, and Oklahoma do not permit spring football practice. Illinois, Kentucky, and Tennessee permit spring football practice, and there is no limit on the number of weeks of practice. Of the three states which permit practice in the spring, two (Kentucky and Tennessee) indicated that the question of spring football practice would be voted on or discussed at the next meeting of the governing body of the State Athletic Association. The table gives a rather complete picture concerning the status of spring football practice in the nine states which border Missouri.

In view of the arguments for and against spring football practice, and in reviewing present practices and trends concerning this question, it is the belief of the writer that spring football practice, by action of the Missouri State Athletic Association, should not be permitted in Missouri high schools. No doubt there are additional arguments, both for and against spring football practice, which have not been enumerated in this article. However, from the point of view of thinking of the interscholastic athletic program in relation to the total educational program of the secondary school, an extended spring season of football cannot be justified.

Status of Spring Football Practice in States Bordering on Missouri, October, 1948

State	Permitted	If not permitted, date of prohibiting regulation	If permitted, number of weeks allowed	Changes Contemplated in present regulations
Arkansas	No	1947		None
Illinois	Yes		No limit	None
Iowa	No	1940		None
Kansas	No	Approx. 1935		None
Kentucky	Yes		No limit	To be voted on at next delegate assembly
Nebraska	No	1939		None
Oklahoma	No	1947		None
Tennessee	Yes		No limit	Discussed by legislative council

OUR TEACHER POETS

FIRST GRADE

IT WAS an interesting picture,
That boy standing there—
Excited, thrilled, enthralled with her
Who took the teacher's chair.
She was both lovely and awesome;
He was both timid and shy.
I saw him give her a wistful look—
Hoping to catch her eye.
She was the first grade instructor,
An angel straight from above,
He was a red-headed urchin
A typical boy in love.

—ADAH PYEATT,
Tarkio

GAY DECEIVERS

TWO WOMEN of educated minds
Related at length the things they had done;
The degrees they had achieved
The honors they had won.
The tales ran on and on
As if they never would stop
As each of them strove
The other's story to top.
Each of them secretly thought,
"What an egotistical cat!"
But the next day each to a friend reported,
"Miss—and I had a lovely chat!"

—GLADYS O. CALDWELL,
Trenton

MY TORCH

HIS LITTLE eyes are crossed, but then
He looks straight to my heart;
His warm hands touch me and I know
Of him I am a part.

I share so many hours with him,
We study, work and play,
And I can see his mind unfold,
A little more each day.

You ask me why I'm teaching school?
I'm not sure I can say,
I only know I'm happy there
Where children romp and play.

The light that shines in every face,
When books they learn to read,
Is all the torch I'll ever know,
The only torch I'll need.

—HELEN KITCHELL EVANS,
St. Clair

A TEACHERS PRAYER

TEACHERS are born—
Not made do you say?
Yet hundreds on hundreds
Are streaming today—
From classroom to classroom
The problem to face,
"What would you teach
Were you in my place?"

That man should love man
In a brotherly way?
That Goodness in mind and
Heart always pay?

Should we teach them the
Adage that might oft makes
Right?
Or to love your enemy,
Be pure in God's sight?

To beat swords into plough-
Shares, and fashion a life
Full of good will, and minus
All strife?

Oh! Leaders of Nations, be
Children again.
That Teachers might teach
Not the lesson in vain.

To love thy neighbor
Do away with all hate.
What Great Price is Glory
With War as our Fate!

—CHARLOTTE L. SEARS,
Wayland

PUSH-BUTTON WAR

THIS WILL be sudden
a push-button war
here and here
and there
in an instant,
and *them* queer figures
in Martian suits
poking in radio-active rubble;
this will be as unheralded
as smoke rising on a fall day,
and no more difficult
to produce
given the will
to touch the appropriate button;
this will be you and I

hanging clothes in a high wind
 sitting at a familiar desk
 dressing a child
 calling a known name
 all for the last time
 thinking this is timeless
 stuff of which all days are made;
 this will be tomorrow
 the nightmare with no waking
 the horror the bewilderment
 the searching endless
 and the empty stillness
 the final loneliness
 (how lonely will it be
 as the dust settles over
 Manhattan?
 how still will it be
 when a world dies?);
 this will be us
 in a moment
 and the bitter regret
 for what was not after all
 inevitable
 since nothing man does
 must be so—
 the deed unchangeable
 only after it is done—
 this was not fate
 only us,
 and men like us;
 there is no God to save us
 to damn us
 to be propitiated by sonorous prayers;
 no one to blame
 but only us
 (for we are our stars)
 only us
 with the clay called
 what might be
 in our hands.

—JOAN W. LYON,
 St. Louis

OLD COUNTRY SCHOOL

A FIELD of tasseled corn now grows
 Where once a schoolhouse stood
 On rock-strewn glade in sheltered nook
 Surrounded by a wood.
 A road-way wound its rough-hewn track—
 As roads of learning run—
 To slab of stone before the door
 That faced the morning sun.

And entering there we found an aisle,
 Long benches on each side,
 A desk and platform down in front,

And windows tall and wide.
 And at the back on wooden pegs
 Worn smooth by fingers young,
 Above a row of dinner pails
 Our coats and caps were hung.

A vibrant bell with mellow tone
 Resounded miles around,
 It quickened hearts and hastened feet,
 A challenge in its sound.
 Outside we raced in double time
 With merry games and fun,
 Till sudden chime rang out the hour
 For work that must be done.

Two water pails beside the door
 And there two cups of tin,
 To each in line a nectar fine
 We drank and marched on in.
 We carried water from a spring
 Full half a mile away—
 Two boys with bucket swung between—
 That took an hour each day.

The playground sport forever changed
 From black-man, tag, and ball,
 To Anthony-Over, Prisoner's Base,
 And marbles . . . spring and fall.
 One rainy day we learned a march,
 To French harp's silver tune,
 Now . . . many, many years ago
 On Friday afternoon.

And often on the winter days
 We built two forts, and then
 Defended each in snow-ball fun
 As captains led their men.
 Beyond the school on winding slope,
 With sleds we climbed the hill,
 And coasted down in one swift flight
 With countless bumps to spill.

The school boys dressed in over-alls,
 The girls in calico,
 As in the song of "School Days" true
 With "bashful barefoot Joe!"
 The blackboard, too, bore evidence
 Of artist's skill unclaimed,
 But who shall say such effort lost,
 Adorned . . . erased . . . unframed.

We had but little, yet how much
 We learned in that old school—
 A loyalty by hickory stick
 And plus the Golden Rule.
 That vibrant bell has long been mute,
 The house long since has gone,

But corner-stones of truth once learned
Shall live forever on.

So, musing thus in twilight gray,
Again I seem to see
A playground there, with faces fair,
Hear voices shrill with glee.
The ground is plowed and furrowed now
With growing corn of June,
The tasseled heads all sway and nod
As if they heard a tune—
Amid the whispering laughter there
It's Friday afternoon.

Our teachers, too, were full of grace,
They taught with zeal and pride,
And though at times a trifle grim,
Their hearts were gold inside.
Those teachers fine were of the best,
Almost as young as we,
Yet nobly striving, mind and soul,
Examples true to be.

Our daily lessons held a charm,—
Columbus sailing on,
An Indian raid, a pilgrim band,
Or Nathan Hale at dawn;
Ben Franklin's kite, his statesmanship,
His fine philosophy,
His hopeful words of rising sun,
A nation yet to be.

We pondered long, John Adams' speech,
Or charged up Bunker Hill,
Or flung out tea in Boston Bay,
A masquerade of skill.
With Washington we bravely marched,
With Paul Revere we'd ride,
Felt Andrew Jackson live again,
And walked at Lincoln's side.

We'd treasure up those heroes there
With faith quite grand to see,
Then shake the rafters with our song,
"My Country, 'Tis of Thee."
And when the week came to an end,
The time skipped by too soon,
We'd close the day in some fine way
On Friday afternoon.

Sometimes we had a spelling match,
Or ciphered two by two,
And how we watched the final score
When all of us were through.
Perhaps we gave a program there,
That parents came to see,
Had dialogues or short debate,
And read some poetry.



"The Bugle Song" and "Lochinvar,"
"Evangeline" the fair,
"The Rainy Day," and "Waterloo"
Were found entitled there.
"Abou Ben Adhem," "William Tell,"
"Fair Bingen on the Rhine,"
"The Light Brigade" and "Ship of State"
Were favorites of mine.

The teacher read "My Lasca" once,
Bright words like crystal sand—
"My heart lies buried there in Texas,
Down by the Rio Grande"—
Her eloquence was deeply real
And left us all in tears,
But Patrick Henry's famous speech
Soon filled the room with cheers.

Those old-time schools have passed away,
Those vibrant tones are gone,
But gems of truth
Well learned in youth
Shall live forever on.

So, musing thus, I often see
Dim shadows in that corn,
Hear clearly through the rustling blades
A bell . . . like far-off horn.
At evening time in autumn dusk
Beneath a smiling moon,
The shadows hold a rendezvous,—
It's Friday afternoon,
Amid the whispering laughter there,
It's Friday afternoon,

—ALICE ROOP, Springfield.

SECRETARY'S PAGE

HERE AND THERE

Up-to-the-minute legislative news will be made available as heretofore in special bulletins. If interested in receiving them, kindly inform us.

The Association is now in a position to supply speakers for many meetings of sufficient import to justify time and expense.

It has been necessary to print 15,000 additional copies of the booklet "Why They Teach and Quit" and 10,000 additional copies of the pamphlet "A Satisfactory Program of Education for Missouri." This means they are still available in unlimited quantity on request. Groups and individuals throughout the Nation have requested copies of the booklet.

With R.E.A., at Bunker Hill, an electric pump is now being installed to provide running water. It is hoped that a shelter house and a building with showers and toilet facilities can be constructed before next summer. The Community Association of the Springfield Public Schools is interested in the former; where is the group or individual who would be able to contribute the latter.

All new members for this year should be interested in a copy of the Members Manual and a copy of the Code of Professional Standards and Ethics. Is a framed copy of the code on display in your building?

The Association has of January 1, 24,350 members; the membership at the end of last fiscal year, June 30, 1947, was 23,752.

Reading Circle sales are setting another all-time record. The program is recognized as a splendid service to schools and a source of revenue for the Association. Materials distributed this year total \$220,000 as of January 1.

The group insurance plans were initiated for the benefit of the membership. Information available.

The N. E. A. meets in St. Louis in 1950.

The attitude of most Missouri Congressmen toward federal aid is encouraging and deserving of recognition.

FREQUENT INQUIRY

"What can I do to assist in securing school legislation?" The answer—work with and through your own State Senator, State Representative, Congressman and U. S. Senators. If one has no influence at home, he seldom has any away.

Writing to officials who do not represent you has little effect. Occasionally we see individuals going around telling others what to do when they are not even acquainted with their own representative. Responsibility begins at home.

The passage of legislation requires a majority vote. Unless you can influence the votes of those representing you, it might be well to refrain from criticizing others.

If teachers and the friends of schools have a working relationship with a majority of the legislators, whether state or federal, needed school legislation is assured. If not, disappointment is certain.

HELP WANTED

The Policy and Plans Committee has initiated plans looking toward the development of a Professional Orientation Manual.

It is thought that it should include the information or the source of information needed by teachers for effective participation in the professional group.

It is hoped that teachers throughout the state will forward suggestions for inclusion.

FILM DEMONSTRATION PROGRAM

The Missouri State Library Association received a grant of \$15,000 from the Carnegie Corporation to be used in establishing a film demonstration service through public libraries.

The population of 21 counties and one city is receiving the use of the films in this program. Each of ten participating libraries contributed \$250.00 per year to the funds for film service. County libraries participating in the plan are Cass, Clark, Cole, Dunklin, Greene, Henry, Morgan, Ray and Texas. The Library of St. Louis City is the only municipal library connected with the program.

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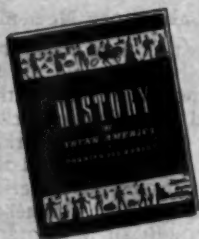
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Multi-Sensory Aids Put Meaning in Math

RES Special to State Education Journals

A teacher and a number specialist tell how use of manipulative materials kills arithmetic bogey for children

A SHORT time ago Rock Island (Illinois) public school children were watching a film about school activities. As a scene showing an arithmetic lesson flashed on the screen, the youngsters booded.

Teachers often find that arithmetic is the subject children hate most, and fail most. Many of these teachers seem to think arithmetic is "different," a skill subject, demanding long drill, that cannot be made as interesting or meaningful as, say social studies.

Is a Laboratory Needed?

Does this need to be true? Is a textbook and a box of chalk all the equipment to be expected in an arithmetic classroom? Should the arithmetic classroom be a recitation room—or a laboratory?

Those who attended the Third Annual Conference on Arithmetic at the University of Chicago last summer say arithmetic is best taught in a laboratory. When planners of the Conference asked teachers and experts what was important to talk about in arithmetic this year, the answer given most often was "multi-sensory aids."

At the conference Foster C. Grossnickle, of State Teachers College, Jersey City, New Jersey, told of a young veteran who had come to him explaining that he was finding it impossible to do college mathematics. Mr. Grossnickle discovered that the boy had no real notion of what was meant by a quarter, a third, or an eighth. Using divided discs and other manipulative materials to learn basic number concepts, the veteran, who had never in his schooling acquired "arithmetic readiness," was able to understand what number concept was all about for the first time in his life.

A child is not ready to learn direct problem solving until he can discover solutions by a circuitous procedure, Mr. Grossnickle said. Ask the child how many airplanes he can buy for eighty cents when one costs twenty cents. If he solves the problem by taking two dimes away from a pile of



"How Many for Eighty Cents?"

eight for each airplane, or in some similar way, only then is he ready to learn "the most direct way the race has devised" to do the problem.

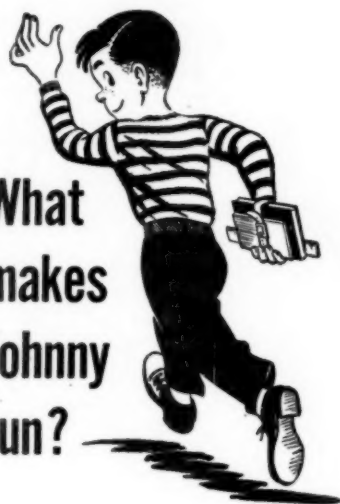
What Aids Are Essential?

Building such readiness means building number concepts through the use of multi-sensory aids. Mr. Grossnickle listed these essentials for the math classroom:

1. Non-mathematical aids—inexpensive charts, posters, rulers, weights and measures, often made by pupil and teacher.
2. Mathematical aids — laboratory equipment including an abacus, fractional parts, place-value pockets, a board containing 100 discs to teach percentage.

Using manipulative materials youngsters in one class grasped in a day enough about percentage to understand the concept of $\frac{1}{8}$ of one per cent. It was simple enough when a chip, taken from a hundred chip

What
makes
Johnny
run?



So he won't be late for school! When class starts, he knows he has to be there—on hand—on time.

That's the way it is with electricity too. It runs—with the speed of light—to be on hand, on time, every time you flip a switch.

Your electric service is so ready, so dependable, that you can take it for granted. Yet it's the biggest bargain in anybody's budget. Never before has electricity done so much to make life happy and easy and healthy—at so little cost!



One penny
will—Give
Johnny an
evening of
radio



Or—Help
Johnny's
mother
wash
3 tubs of
clothes



Or—Give
Johnny light
for more than
3 hours of
homework

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Manipulative Materials
Mean Speedier Learning

board, was broken in halves, in quarters, and then in eighths. Adding fractions becomes simple, too, when it is done by each child with actual fractions of discs.

Teachers without one should start to collect a kit of laboratory equipment, Mr. Grossnickle urges. The teacher should not have to make her own, but unfortunately materials of this sort are not yet readily available.

She Makes Her Own

One teacher who makes her own materials, Donna Norton, of Rock Island, Illinois, brought to the conference a display of her blocks, giant dominoes, abaci, scales, number wheels, for other teachers to see.

Miss Norton's first graders acquire from the beginning concepts which, according to the experts, many adults have never been able to understand.

When her primary youngsters discuss the farm, and a youngster tells of gathering three eggs from one nest, two from another, the whole class works to figure out how many he gathered. Some use sticks, others blocks, or the number frame, or the rotary

abacus. One child does written work on the board.

When other youngsters talk grandly about big numbers, thousands and trillions, they are able to learn what a thousand is by setting up 1000 nails in a board with a metal face punctured with 1000 holes. Subtraction, division, borrowing, carrying, all can be illustrated on the numeral frame, or with "sectional strips" or tens blocks.

"The children rush to finish their seat work so they can pick up the number gadgets and 'play' with them," says Miss Norton. The equipment stands on tables around her room where the children can use them to check their answers when they have learned to do arithmetic by the short-cut methods.

Is there the danger that the children will become finger-counters for good? "It doesn't happen," says Miss Norton. "They do better in arithmetic after they've worked through to the generalizations using these methods."

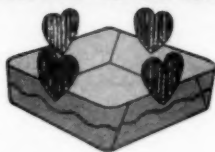
A Gadget Activity?

"There is the danger, though," she adds, "that handling manipulative materials may make arithmetic become a gadget activity instead of a social activity. A teacher must be sure the children use the manipulative tools to solve problems meaningful to their own lives."

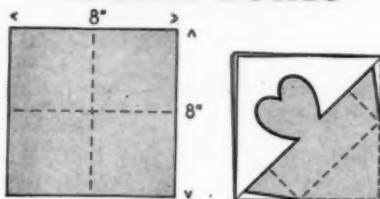
Miss Norton, like other teachers, had always used such helps as old clocks, beads on wire, a pair of scales constructed of pie tins and bean bags. About three years ago, after writing a master's thesis on how arithmetic textbooks in the last hundred years have used pictures to give sense impressions, she began to explore more intensively the use of such manipulative materials.

Last year her supervisor thought she ought to demonstrate her materials to other teachers in the school system, many of whom had already been borrowing from her. The school carpenter is now producing a set of such tools for each of the nine buildings in the school system. Most Rock Island teachers who watched Miss Norton's demonstration are convinced that the use of manipulative materials will mean speedier and better learning. The men who are doing today's research in the learning of arithmetic agree.

CRAYOLA CLASSROOM PROJECT



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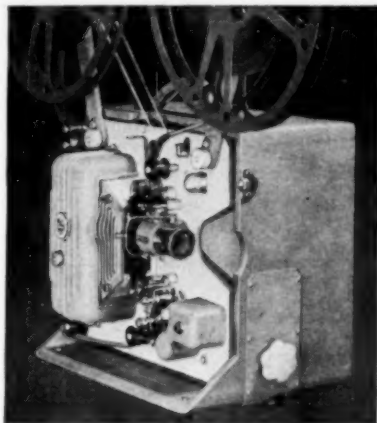
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100% Counties

The teachers in 78 counties have enrolled 100% in the Missouri State Teachers Association. The total enrollment as of January 5, was 24,350.

County	County Superintendent
Adair	Otis B. Hills
Andrew	Daisy E. Robins
Atchison	L. Blanche Templeton
Audrain	Howard Maxwell
Barry	Buel Cox
Bates	David A. Jackson
Benton	John Owen
Boone	Mrs. Alpha Hart Lewis
Buchanan	Leonard Jones
Butler	Otto Aldrich
Callaway	Ben W. Freiburger
Camden	W. R. Henry
Cape Girardeau	Edwin Sander
Carter	J. S. Allen
Cass	W. Donald Stewart
Chariton	Mrs. Zoe Wiley
Christian	Chas. F. Boyd
Clark	A. W. Brightwell
Clay	Ralph W. Ballew
Cooper	Chas. A. Repp
Crawford	J. H. Brand
Dade	Lewis B. Montgomery
Dallas	Byron Rea
Daviess	Ernest C. McNitt
DeKalb	H. C. Holt
Douglas	John L. Dunn
Franklin	O. E. Burke
Greene	Paul Alan Hale
Grundy	Walter Liebhart
Henry	J. W. Miller
Hickory	Mrs. Nannie Jinkens
Holt	G. Frank Smith
Howard	Omer Foley
Iron	Edward J. Berry
Jasper	O. B. Hailey
Jefferson	Clyde S. Hamrick
Knox	Bessie Hudson
Lafayette	H. H. Schaeperkoetter
Lawrence	Julius Helm
Lewis	Mrs. Merle T. Bradshaw
Lincoln	Mrs. Claude Clare
Linn	Mrs. Vera Rinehart
Livingston	J. A. Boucher
McDonald	Alton Carnell
Macon	Mary F. Graves
Madison	Clarence G. Moore

Maries	Frank L. Hodge
Marion	Corbin L. Poore
Mercer	Joe R. Arnote
Mississippi	J. Abner Beck
Moniteau	Mrs. Bernyce H. Bailey
Monroe	Mrs. Mary Acuff
Montgomery	Mrs. Ruth G. Snarr
Morgan	Moss McDonald
Newton	C. M. Robinson
Nodaway	W. H. Burr
Oregon	Roy Dunsmore
Osage	Cecil W. Kuster
Perry	Mrs. Ora Nelson Guth
Pettis	C. F. Scotten
Phelps	Ralph Marcellus
Platte	Mrs. Marjorie E. Aikmus
Polk	Mrs. Marvin Hopkins
Putnam	A. B. Shelton
Ralls	W. T. Crawford
Randolph	Mrs. Ada Reynolds
Ripley	Mrs. Dacy E. Hawthorne
St. Clair	Edgar A. Hinote
St. Francois	R. E. Wood
Ste. Genevieve	Hilary J. Carron
St. Louis	Rufus G. Russell
Schuyler	Mary Yates
Scotland	Mrs. Callie Smith
Shelby	G. H. Jordan
Texas	Leland Smith
Vernon	Herbert B. Cooper
Washington	H. C. Kinder
Wright	Mrs. Essa Findley

HOLT COUNTY TEACHERS MEET

Holt County teachers met at Mound City January 14. Russell N. Wehrli, president of the association, presided. Following introductions by County Superintendent G. Frank Smith the teachers heard an address by Dr. J. W. Jones, president State Teachers College, Maryville.

Marvin Porter, superintendent of the Mound City schools, presided at the administrators meeting which was addressed by Mr. E. F. Allison and Dr. M. C. Cunningham.

Mrs. Leona Van Camp, Fortescue, presided at the high school meeting. Mr. G. M. Coleman, supervisor of instruction, St. Joseph, spoke to this section. Mr. Paxton Price, discussed the use of a well-ordered library in teaching social science subjects.

Dr. Clifford L. Bishop, State Teachers College, Maryville, was in charge of the elementary division. A panel discussed "Improving Elementary Education Through Community Co-operation." Members of the panel were Frances Blazer, M. D. Tulloch, Muriel Jones, and Mildred E. Heal.

Prof.

Marlo

Miss

Leslie

Teach

A. M.

Miss

Ernest

Travel

G. H.

Miss

Elmer

Reading

Miss

1950

Mrs. M.

Otto A.

Membr

State

Hubert

L. G.

Source

Roscoe

Davis

Robert

Adviser

Geo. B.

Educator

H. H.

Forrest

Roy S.

Orus V.

Mrs. M.

Necrolo

L. J. S.

Miss L.

Miss M.

J. W. M.

Mrs. F.

J. H. I.

Margar

Lois R.

Carol

Ethel I.

Resolut

Leonar

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Fred H.

A. C. H.

Miss R.

Miss C.

Miss D.

Roi S. V.

Wallace

R. E. N.

E. T. M.

Gen

M. S. T. A. Committees

Professional Standards and Ethics

Marlow Markert, Jennings, Chairman
Miss Neva Wallace, St. Joseph
Leslie Spurgeon, Owensville

Teachers Salaries and Term of Office

A. M. Alexander, Mt. Vernon, Chairman
Miss L. Blanche Templeton, Rockport
Ernest Schueneman, St. Louis

Travel

G. H. Jamison, Kirksville, Chairman
Miss Louise Phillips, Webster Groves
Elmer F. Klein, Blue Springs

Reading Circle

Miss Mabel Moberly, Springfield, Chairman,
1950

Mrs. Merle T. Bradshaw, Canton, 1949

Otto Aldrich, Poplar Bluff, 1951

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Hubert Wheeler, Jefferson City

L. G. Townsend, Columbia

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Roscoe V. Cramer, Kansas City, Chairman

Davis Acuff, Troy

Robert E. Wood, Farmington

Adviser:

Geo. B. John, Jefferson City

Educational and Recreational Center

H. H. London, Columbia, Chairman

Forrest H. Rose, Cape Girardeau

Roy S. Dunsmore, Alton

Orus Wilson, Mountain Grove

Mrs. Marion Bissett Hoblit, Springfield

Necrology

L. J. Schultz, Cape Girardeau, 1949

Miss Louise George, St. Joseph, 1949

Miss Marguerite Mott, St. Louis, 1949

J. W. Miller, Clinton, 1950

Mrs. Freda Robins, St. Joseph, 1950

J. H. Brand, Steelville, 1950

Margaret Schowengerdt, Webster Groves, 1951

Lois Reed, Wentzville, 1951

Caroline Wright, Kansas City, 1951

Ethel Langston, Springfield, 1951

Resolutions

Leonard A. Steger, Webster Groves, Chair-
man, 1950

Fred House, Warrensburg, 1949

A. C. Hailey, Rolla, 1949

Miss Ruth Spangberg, St. Joseph, 1949

Miss Cora Lee Stanford, Kansas City, 1949

Miss Dorothy Branding, St. Louis, 1949

Roi S. Wood, Joplin, 1950

Wallace Croy, Tarkio, 1950

R. E. Nichols, Malden, 1950

E. T. Miller, Hannibal, 1950

Policy and Plans

Virgil Cheek, Springfield, Chairman, 1951

John L. Bracken, Clayton, 1949

Miss Margaret Hilliker, St. Louis, 1949

Ralph K. Watkins, Columbia, 1950

Joe Herndon, Raytown, 1950

M. C. Cunningham, Maryville, 1951

Gayle Chubb, Kansas City, 1952

T. S. Hill, Dexter, 1952

Gerald Munday, Moberly, 1953

Irvin F. Coyle, Jefferson City, 1953

Retirement Committee

Ward E. Barnes, Normandy, Chairman

J. W. Jones, Maryville

George C. Tinker, Kansas City

Paul M. Marshall, Kansas City

L. J. Schultz, Cape Girardeau

Mary B. Womack, St. Louis

Mrs. Emma Gann, Springfield

Carl Henderson, Moberly

W. L. Daffron, St. Joseph

John A. Phillips, St. Louis

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Howard A. Latta, Webster Groves

Otis Hills, Kirksville

Roi S. Wood, Joplin

Miss Marguerite Mott, St. Louis

Miss Marie Hoffman, St. Louis

Legislative

Philip J. Hickey, St. Louis, Chairman

Geo. L. Blackwell, St. Joseph

M. B. Vaughn, Montgomery City

E. T. Miller, Hannibal

Homer Clements, Independence

A. L. Crow, Jefferson City

Lynn M. Twitty, Lilbourn

Milton W. Bierbaum, St. Louis

Claude Hibbard, Ava

Ray Wood, Bolivar

Raymond R. Brock, Liberty

R. E. Houston, Chillicothe

Hubert Wheeler, Jefferson City

Miss Marie A. Ernst, St. Louis

Richard L. Terrill, Linn

Harold E. Moore, Kansas City

Ralph B. Tynes, Festus

H. C. Funke, Maplewood-Richmond Heights

Virgil C. Parker, Salem

Mrs. Frances Richart, Kansas City

General Officers and Executive Committee are listed on table of contents page.

ITEMS OF INTEREST

Louanna Wade, a former home demonstration agent, is teaching the primary grades at Gainesville.

Earl R. McCurdy, president of the Jennings Community Teachers Association, has sent in a copy of the constitution of the Association as adopted recently.

Mrs. Mary Joe Ekstrom, Columbia, is the full-time vocal music supervisor in the Mexico public schools.

George C. Wilson, professor of music and director of the University band, University of Missouri, was guest conductor at two out-of-state music educators meetings recently.

They were the meetings of the Wyoming Music Educators' Association in Casper and the Invitation Clinic for State Directors of Public School of Music at Bowling Green, Kentucky.

Anna Mae Pace, Willard, is the new teacher of mathematics at Gainesville.

Arch W. Troelstrup, Stephens College, Columbia, was recently elected to the controlling board of the National Council for Social Studies.

Mrs. Clara Smith is employed as nurse for the Mexico schools.

Ruth S. Wylie, assistant professor of music, University of Missouri, has written a symphony which is expected to have its initial performance next spring by the Rochester, New York, Civic Orchestra. This is the second symphony written by Dr. Wylie.

Ivan Schottel of St. Joseph has been appointed assistant to the head football coach in the Atchison, Kansas high school. Before graduation last spring from the Northwest Missouri State Teachers College Mr. Schottel was a football, baseball, and track star. This year he has played with the professional Detroit Lions. He has had two years' teaching experience at Bolckow, Missouri.

Paul C. Reinert, S. J., has been appointed to the presidency of St. Louis University. He succeeds Patrick J. Holloran, S. J., who has been ill for several months. The Reverend Reinert became dean of the college of arts and science in 1944 and became vice-president of the University last summer.

Charles H. Philpott, director of education in charge of curriculum for the St. Louis public schools, has been granted a year's leave of absence to serve as an educational specialist for the U. S. Army of Occupation in Germany.

Seaton A. Bonta, coach at Kirksville high school last year, has been named superintendent at Hurdland.

Shirley W. Gaddis, Humboldt State College at Arcata, California, has been appointed head of the department of chemistry at Westminster College, Fulton.

H. H. Harlan, superintendent Canalou, reports that a new 16mm. sound movie projector has been purchased for use in the visual education program. In addition to the usual uses made of the projector films will be shown during the noon hour for recreational and educational value to students.

George D. Brantley, principal Sumner high school in St. Louis, has been appointed a member of the National Advisory Committee on the Education of Negroes to advise the U. S. Office of Education of special problems of negroes. Mr. Brantley is a representative on the committee of the American Teachers Association. Twenty-six leaders in different fields have been named to the committee's membership.

R. H. Wybrant, superintendent of the Hurdland public schools, has resigned to become head of the schools at Syracuse.

A. H. Mangan, formerly at the Flat River Junior College, has been elected professor of chemistry at Westminster College, Fulton.

Robert C. Breuer, principal high school at St. James, has been appointed a member of the board of control of the Missouri High School Athletic Association for the South-Central district. He fills the vacancy of the unexpired term of Grant Perkins of Cherryville who resigned to take a position in Alaska.

Otto Aldrich, superintendent of the Butler county schools, has been appointed a member of the special state-wide road committee named by Governor Forrest Smith. The bi-partisan committee is to make recommendations on the expansion of Missouri's highway system.

O. H. Acom, president board of education. Wardell consolidated schools, recently donated \$3,000 to the school to purchase a new water system. Three years previously Mr. Acom gave the school \$4,250 worth of land for playground and experimental farm.

Gordon Inglis, a former student at the Southwest State College is now teaching English in the Gainesville high school. He spent four years in the Marines.

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Lloyd Marshall is still superintendent of the Wakenda public schools. The statement in a previous issue that he was to head the Syracuse schools had been erroneously reported.

John G. Neihardt, noted midwestern author, poet, and authority on Indian affairs, has been appointed lecturer in English at the University of Missouri. Last year the University of Missouri awarded him an honorary Doctor of Literature.

L. M. Perry, superintendent of the Rothville high school, reports that a visual education program and an activity night program have been organized for the schools for the first time this year.

Roy E. Taylor, superintendent of the Herculaneum public schools, reports that the County Community Teachers Association has been unusually active in the promotion of education this year. The Association has been particularly active in the promotion of the state legislative program.

Lionel Richardson of Aurora has replaced Ealum Bruffett who is a member of the Missouri Legislature which convened in January as social science teacher in the Gainesville high school.

Dessa Manuel, formerly a supervisor in the State Department of Education, has been employed as director of instruction in the Brentwood schools.

Mrs. Florence Clayton, teacher of seventh grade English classes in the Marshall high school, has resigned to accept a position in an elementary school in Clayton.

Mrs. Pearl Stover of Miami has been employed by the Marshall board of education to succeed Mrs. Clayton.

R. H. Patterson, superintendent of the Reeds Spring high school, is teaching two college courses for Southwest State College extension service. The courses offered are in visual education and curriculum construction.

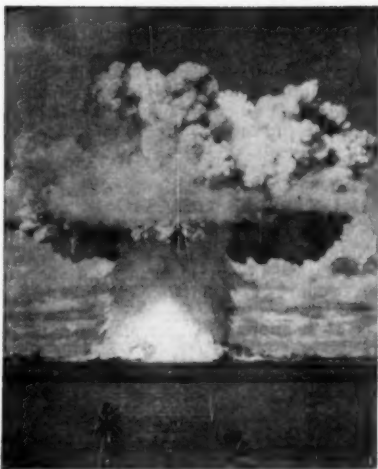
NEW FACULTY MEMBERS AT SMITHVILLE

Teachers new to the Smithville public schools this year are: Albert Swinchoski, band and vocal music; Betty Irwin, French, Spanish and English; Laverne Fickas, commerce; Richard Hyder, coach and social science; and James Sodeiman, part-time teacher.

VENISON FOR SCHOOL CHILDREN

The Piedmont schools recently received a deer for their hot lunch program. The doe, illegally killed, was given to the school by Conservation Agent C. E. Reisinger. When dressed it provided 97 pounds of meat.

D. D. McKenzie, superintendent of the Piedmont schools, estimates the value of the meat at \$50.



Once this was just an algebraic formula

Did you know that the atomic bomb with its typical mushroom formation once was just an algebraic formula? With the tremendous energy release over Hiroshima, the atomic age began and the world suddenly realized the significance of $E=mc^2$ [Energy=mass x (speed of light)²].

ALGEBRA

Meaning and Mastery, Book I

... by Daniel W. Snader, just off press, marks the publication of the first book in a new high school mathematics series, designed for the Atomic Age. It is an entirely new kind of algebra, combining the laboratory concept with traditional material. Conforming to present-day cultural requirements, **ALGEBRA, Meaning and Mastery, Book I** develops ability to understand *somewhat* such scientific developments as the Einstein equation.

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LEASE ATHLETIC FIELD

A new athletic field has recently been leased by the Smithville school district. This project is being partially sponsored by the Smithville Kiwanis Club, according to H. D. Williams, superintendent of schools. The field will be completed some time this winter at a cost of about \$2,000.

MARTIN TO ADDRESS COMMUNITY ASSOCIATION

Dr. T. D. Martin, director of membership for the National Education Association, Washington, D. C., will be the principal speaker at the Saline County Community Teachers Association meeting.

The association will meet at 6:30 p.m., February 28, at Grand Pass. Dr. Martin will discuss the purpose and program of the NEA. For years Martin has served in the capacity as director of membership and has watched the organization grow from an enrollment of a few thousand to its present all-time high of nearly one-half million members.

BUS DRIVERS CONFERENCE

Gentry county recently sponsored a bus drivers conference. School board members, city superintendents and the state supervisors of the Northwest district were in attendance at the meeting which was held in Albany.

Mrs. Marian Lunsford, county superintendent

of schools, reports that the group was unanimously in favor of sponsoring a law that would require motor vehicles to stop when approaching a stopped school bus.

INDUSTRIAL EDUCATION CONFERENCE

The annual spring conference on Industrial Education will be held at the University of Missouri, April 22 and 23. The conference is sponsored for teachers of industrial arts and day trade subjects, coordinators, and directors of trade schools throughout the state. The college of education of the University of Missouri and the industrial education section of the State Department of Education jointly cooperate in sponsoring this program.

COMMUNITY TEACHERS ASSOCIATION PLANS CONTRIBUTION TO BUNKER HILL

At a recent meeting of the Community Teachers Association of Louisiana the members in business session decided to make a contribution to the Bunker Hill Ranch Resort fund.

Superintendent George D. Heltzell offered the motion in the business meeting that a committee be appointed to handle the contributions. Members named to the committee are: Lois Hastings, Martha Boudinier and Mrs. Gladys Landry.

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SCHOOL LUNCHROOM NEWS

Stet

The Stet school opened its new cafeteria early in January. A new deep well pump was added to provide a larger volume of water. A new refrigerator, stoves and an electric hot water heater were purchased along with numerous other items of equipment with proceeds from a carnival and box supper which netted over a thousand dollars.

Linneus

The Linneus schools have installed a hot lunch program with about two-thirds of the student body participating.

BROTHERHOOD WEEK FEBRUARY 20-27

Willard E. Goslin, president American Association of School Administrators, as chairman for schools and colleges, urges that every school system cooperate with the National Conference of Christians and Jews in this effort to focus attention on the building of attitudes, habits and skills for strengthening democratic group relations. Any school desiring to see how it might score with reference to democratic group relations may secure a check list as a criteria. Write: Commission on Educational Organizations, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York.

NEA HONOR ROLL

N.E.A. enrollment in Missouri on January 1, was 10,156. This compares with 10,155 on the corresponding date a year ago. Missouri is one of 14 states and Alaska and Hawaii that are ahead of their records for last year.

Ava has been added to the NEA honor roll since the list was published in the last issue. Ava has been 100% since 1947.

Schools in Kansas City that have recently attained the 100% membership goal are: Gladstone, Leeds and Mark Twain. Schools in St. Louis with all teachers enrolled are: Bryan Hill, Emerson, Lincoln and Pestalozzi.

Missouri State Teachers Association
Columbia, Missouri

Dear Sir:

I am taking this opportunity to thank the insurance company for the two checks I have had occasion to collect.

The first check was for an operation in April, 1947 and the other in August, 1948. I think the group insurance (accident and sickness) is the best I know and I would not be without it. I have never had to write the second letter to collect my benefits.

Sincerely,
Mrs. Evelyn Strong
West Plains, Mo.

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Four-year book with complete records for the District Clerk. Simplified forms compiled in Conformity with the Revised School Laws of Missouri and The Rules and Regulations of the State Department of Education. Latest approved forms by The State Department of Education. Books are bound in cloth, size 9 x 16 inches, price \$3.50 each.

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NEW SRA REPRESENTATIVE IN MISSOURI



Mr. Norman C. Crouch,
B.S. in Ed., M.E.

Science Research Associates is proud to announce the appointment of Mr. Norman C. Crouch as field representative for the Missouri schools. Mr. Crouch was formerly connected with the Missouri State Department of Education and has done concentrated work in guidance techniques at Missouri University.

Mr. Crouch will soon contact school personnel in the Missouri area to outline SRA's new Guidance Service plans.

Science Research Associates

228 S. Wabash Ave., Chicago 4, Illinois

COUNCIL FOR EXCEPTIONAL CHILDREN MEETS IN SAN FRANCISCO

The International Council for Exceptional Children is holding its twenty-fifth annual convention in San Francisco, California, from February 28, to March 3. Convention headquarters will be at Hotel Fairmont.

The International Council for Exceptional Children is composed of educators and social workers interested in the problems of the handicapped child.

Individuals interested in attending this convention should make their reservations early by writing to: Fairmont Hotel, San Francisco, California.

SECONDARY PRINCIPALS PLAN CHICAGO CONVENTION

The 33rd annual convention of the National Association of Secondary School Principals at the Congress Hotel, Chicago, February 26-March 2, will center around the convention theme, "Planning Education for American Youth." Among the leading speakers will be Harold E. Stassen, president, University of Pennsylvania, on "Education for Tomorrow's Youth," and Mervyn W. Pritchard, formerly of the British Ministry of Education, on "England's Educational Program." Both will speak at the dinner meeting on February 26.

Other prominent speakers at the general sessions are Sir Oliver Franks, Ambassador from Great Britain, formerly Chancellor of All Souls' College, Oxford University; Luther W. Youngdahl, governor of Minnesota; and Clark G. Kuebler, president, Ripon College.

The convention will cover a five-day period beginning Saturday morning, February 26, and closing on Wednesday, March 2. Special exhibits of school materials and equipment will run concurrently with the meetings. There will be a large number of discussion groups on major issues in secondary-school administration.

LANGUAGE ASSOCIATION CONTEST FOR HIGH SCHOOLS

The modern Language Association of Missouri has announced a contest to high school students interested in modern foreign languages.

In order to compete for the three prizes offered students are asked to write a radio script dealing with the importance of knowing modern languages in today's world. The script may be the work of an individual or a group. Music may be used. The theme may be one language or languages in general. Conditions of the contest are:

1. Three copies of competing scripts are to be submitted by March 15, 1949, typed on one side only of 8½ x 11 paper, double-spaced. Two may be carbon copies. In writing script, it is advisable to use triple space between speakers, and a wide margin.
2. The script must be of such length that it may be broadcast in thirteen or fourteen minutes.
3. Any high school pupil in the state may

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compete. Any class or group of pupils may compete.

4. Each script must be accompanied by a statement signed by the pupil's teacher or principal, and by the pupil, that the script is the contestant's own work.

5. This pledge with the name of the student, the name of the teacher and of the school, should be written on a separate sheet of paper. Neither the name of the pupil nor the school may appear on any of the three copies of the script.

6. The judges will be chosen from the faculty of the University of Missouri.

7. The scripts will be judged for the value, originality and interest of their content, and quality and literary merit of composition.

8. All scripts become the property of the Modern Language Association of Missouri to be used as the Association may desire.

9. Awards will be announced not later than May 1, 1949.

10. A first prize of ten dollars, a second prize of five dollars, and a third prize of two dollars and fifty cents will be awarded. Additional meritorious scripts may receive honorable mention.

11. All communications about the contest as well as the completed scripts should be addressed to Miss Velma Shelley, Westport High School, 315 East 39th St., Kansas City 2, Missouri.

Teachers who receive several scripts should send in only the best in order to lighten the work of the judges.

TEN COMMANDMENTS FOR EDUCATORS

1. Remember that nature has made individuals different.
2. Insist that students shall not be put through a common mold and turned out according to standard patterns.
3. Give those with the most brains the most help.
4. Try to differentiate those who will be most happy working with their hands from those that are able to work with their heads.
5. Avoid thinking that a college degree in itself means anything.
6. Make the process of education interesting as well as thorough.
7. Help students to help themselves, but never do the work for them.
8. Insist upon integrity and the development of character and a sense of responsibility in the student.
9. Look for rough diamonds and help them to polish themselves.
10. Remember that education is a life-long process which begins with nursing and ends with dying.

—RAY LYMAN WILBUR

ANNOUNCING

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Each book is profusely illustrated, attractively bound in cloth and printed in large type on excellent quality paper.

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for grades 3-6 (Third-grade reading difficulty) Numerous black and white drawings. **\$1.50**

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COFFEE GROWING

A 16mm. full-color picture in sound, running time 28 minutes, is available without charge except for transportation costs on coffee-growing countries. The title is "Good Things Happen Over Coffee." The picture is adapted to high schools and colleges, and other groups interested in social studies. Association Films, 206 South Michigan Ave., Chicago 3, Ill.

ECONOMICS

Colored charts dealing with current significant developments in economics are being made available free to teachers in secondary schools. The weekly charts, which measure 8½ by 11 inches, include the latest available statistics from government agencies and other accredited sources. Recent charts, called "Road Maps of Industry," have dealt with the subjects of: Income Payments to Individuals, Consumers' Prices, Output per Man Hour, Federal Receipts and Expenditures, Work Stoppages by Union Affiliation, and Purchasing Value of the Dollar.

Teachers wishing to receive the charts regularly should write Administrative Division, National Industrial Conference Board, 247 Park Avenue, New York 17, New York.

INTELLECTUAL ABILITIES

A statement of the principles of growth and significance of intellectual abilities and implications for the educational program are contained in the new publication "Intellectual Abilities in the Adolescent Period." For this 41-page bulletin, No. 6, 1948, write: Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

UNITED NATIONS

Kits of United Nations teaching aids have recently been prepared by the Committee on International Relations of the National Education Association. Twenty items, including pamphlets, reprints of articles, four posters, and bibliographies, make up each of the kits which are available from the committee, 1201 Sixteenth St., N. W., Washington 6, D. C. Price, 25 cents.

GEOGRAPHY GOALS

Geographic Approaches to Social Education is the title of the 19th yearbook published by the National Council for the Social Studies. The 25 chapters of the 300-page publication deal with general philosophy, objectives, tools for achieving goals, and implications for the curriculum in elementary and secondary schools and in teacher education institutions.

Paper-bound, \$2.50, or cloth-bound, \$3.50, from the National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C.

VOCABULARY

A handbook for teaching vocabulary in schools. The publication is available for \$1.99. The book is available to the public for \$2.99. The book is available to the public for \$2.99.

FOREIGN

"School and ill-qualified teachers. The material is geographical and chemical."

From the learn at where the from first ways in living.

Listed two books text in "Up," a wall display of forest analysis. Letin board for Tom mount P. Zell, family is a teacher in which to use in Copies. Industries Washington.

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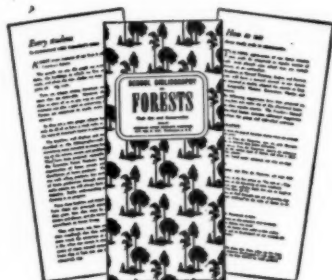
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VOCATIONAL

A handbook of vocational information regarding approved correspondence courses and schools covering the field of the various trades, vocations and semi-professions is contained in the pamphlet "Home Study Blue Book" for 1949. The 32-page book is free to guidance instructors, and veteran counsellors upon request to the National Home Study Council, 839 Seventeenth St., N. W., Washington 6, D. C.

FOREST MATERIAL



"School Bibliography on Forests" describes and illustrates forestry material available to teachers interested in conservation. This material is easily adapted for courses in English, geography, history, economics, physics and chemistry.

From the booklets and visual pieces included in the bibliography, students will be able to learn about our principal commercial trees, where they grow, how they must be protected from fire, insects and disease, and the many ways in which wood contributes to our better living.

Listed in the bibliography are the following: two booklets, "Trees for Tomorrow," a basic text in forest appreciation, and "You Burn Me Up," a discussion of forest fire protection; three wall displays that feature geographical location of forests, wood utilization, and a scientific analysis of wood; fire posters suitable for bulletin board use; and a motion picture, "Trees for Tomorrow." The film was made by Paramount Pictures and is narrated by Harry Von Zell, famed in movies and radio. Available also is a teacher's manual which describes the ways in which these materials can be effectively put to use in schoolrooms.

Copies free from American Forest Products Industries, Inc., 1319 Eighteenth St., N. W., Washington 6, D. C.

VISUAL EDUCATION

A 39-page pamphlet entitled "Visual Aids" is being offered by the Division of Health of Missouri. The aids, including publications, posters, films, and exhibits, are useful in the promotion of health education. Write: Department of Public Health and Welfare, Jefferson City, Missouri, for your copy.



ATTEND SUMMER SCHOOL IN THE COLORADO ROCKIES

The University of Colorado, located in the foothills of the Rockies, a mile above sea level and in sight of perpetual snow, has a superior environment for effective summer study. Unsurpassed climate and recreational advantages are combined with excellent faculty, libraries, laboratories, and buildings. New permanent housing facilities are now available.

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Special features include teacher education workshops, language houses, creative arts program, and conferences.

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Will encourage school support:
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**MISSOURI STATE TEACHERS
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Hike or ride by saddle horse on mountain trails, and relax in picturesque hotels and chalets... all expense stop-off tours over mountain highways in open-top busses. Glacier Park is on the main line of the Great Northern Railway—and Great Northern's travel experts are ready to help plan your vacation.

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P. G. Holmes, Passenger Traffic Manager
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I am planning a Western vacation this year.
Please send me information on Glacier National
Park and how to go there via Great Northern.

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CITY _____ STATE _____

AUDIO-VISUAL INSTITUTE

Four University of Missouri staff members will lead an Audio-Visual Educational Institute at Hannibal high school on February 11. This Institute, presented in cooperation with the public schools of Hannibal and of Marion County, is also for all teachers and administrators in the surrounding area.

This conference is designed to help teachers in understanding some of the techniques in using instructional motion pictures and the possibilities of increasing teaching effectiveness by the use of audio-visual materials. An actual teaching demonstration will show how to correlate subject matter fields with films.

Dr. John Rufi, professor of education, will speak on the subject, "Audio-Visual Aids: Their Importance and Utilization." Others on the program are: Amos J. Snider, director of adult education and extension; Dr. W. W. Wyatt, assistant professor of education, and C. W. Ballou, field supervisor for the Visual Education Department.

Institutes have been held at Joplin, Brookfield, Lebanon, and Jefferson City, and others are planned for Moberly, Eldon, Nevada and North Kansas City. Dr. Ralph K. Watkins, professor of education; Dr. Dorothy Farthing, assistant professor of education; Dr. C. A. Phillips, professor of education, and Thomas E. Birch of the University Laboratory Schools, are all helping with this program of Institutes and Conferences over the State.

FOREIGN LANGUAGE CONFERENCE

The Second University of Kentucky Foreign Language Conference will be held on March 31-April 2, 1949, with the theme "Foreign Languages in Democratic Education." The lecturers will be Dr. Walter V. Kaulfers, professor of education and specialist in foreign language curricula, University of Illinois (Romance Languages); Dr. M. Blakemore Evans, professor emeritus of German, Ohio State University (Germanic Languages); and Dr. Hubert McNeill Poteat, professor of Latin, Wake Forest College (Classical Languages). In addition, some fifty papers will be presented in general and sectional meetings by scholars and teachers from various parts of the nation.

The meeting last year drew some 300 registrants, representing more than 100 schools and colleges and nine languages, from seventeen states.

Professor Jonah W. D. Skiles (Classical Languages) is director of the conference and Professors Adolph E. Biggee (Germanic Languages) and L. Hobart Ryland (Romance Languages) are associate directors. Programs may be had from Professor Skiles, Frazee Hall 102, University of Kentucky, Lexington, Kentucky.

HONOR TEACHER

In our efforts to encourage the strongest young people to enter the teaching profession today, the evidence of its appeal is needed. Here is a little story about a teacher and how her efforts with the children whom she taught in her community were rewarded.

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Nellie Maxwell Homecoming Day was made a gala affair at the beginning of the present school year in Appleton City, Mo. Miss Nellie, as she is called by everyone who knows her, completed her fortieth year as first grade teacher there. Writing of her experience in a letter to a friend, Miss Nellie said, "As to the 'why' of the celebration at this time, they tell me that they thought the fortieth anniversary of my teaching in Appleton City was a good time to have it. They have assured me that they want me to continue teaching. I am not retiring."

On the morning of the homecoming, her students and friends came pouring into the corridors and flower filled rooms of the school building. More than a thousand people joined Miss Nellie in her homecoming anniversary. Former students, once the little fellows who had started on their educational careers under her expert direction, remembered Miss Nellie and came from nine states and thirty-eight towns to honor her. A full program was given for the occasion. Many prominent people, who had once been her students, assisted in the program, each paying tribute to their beloved teacher. Then came the "love gift," a check for several hundred dollars, which had been contributed by her pupils and friends.

Smiling, happy Nellie Maxwell fought tears of appreciation as she accepted all of their tributes and ovations. Her own words best indicate her feelings about the occasion: "The party was sponsored by the PTA, but many of them have told me that the nice thing about it was that everyone whether a member of PTA or not wanted to help. I have had my heart aches and sleepless nights as most teachers do, and many times I've wondered if I was doing the thing that would be the very best for my pupils, still I have loved my work and still think that only the ministers have a greater task or privilege than the teacher."

Miss Maxwell is a graduate of the Central Missouri State College at Warrensburg, and is a member of Delta Kappa Gamma, honorary teachers society, M. U. Chapter.—Icie F. Johnson.

COMMERCIAL TEACHERS TO MEET

The St. Louis Area Commercial Teachers Association will hold a meeting in the Melbourne Hotel on March 5, 1949, according to the president of the Association, Rolla C. Trumbo, Beaumont high school.

TWO SCHOLARSHIPS TO TEACHERS

Starting with the next school year the St. Louis Public Schools Foundation will offer two scholarships annually to St. Louis teachers for research work.

SUPERVISION AND CURRICULUM MEETING

The Association for Supervision and Curriculum Development will hold its annual convention at the Hotel Commodore, New York City, February 13-16. Willard E. Goslin, president American Association of School Administrators, will give the keynote address.

FEBRUARY, 1949

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting

FUN AND LEARNING

Built on

Birthday Interest

The fun comes from rolling individual birthdays of pupils into one classroom event. Learning pivots on correlation with birthdays of famous people.

Overjoyed by this big class party are youngsters whose birthdays come in vacation. The program theme is the pride of association in being born same month as famous person.

How to integrate this class-birthday into an event in which all can take part:

- 1—Divide class into 12 "Birthday Clubs" according to each child's birth month.
- 2—Each club has projects relating to its month. For example, brief reports on famous people, historical dates, origin of the month and holidays.

For party phase of class-birthday, each group might rig up easy costumes to represent famous individuals. Class might parade around room with each month's club identified by placard. Program is carried out with reports, birthday songs, games. Cake, popcorn or apples might be served on paper "doilies" made and decorated by class.

This class-birthday idea is versatile and as little or complete an observance as desired might be incorporated into school day routine.

Birthday starter list:

JAN. Betsy Ross, Lewis Carroll
FEB. George Washington, A. Lincoln
MAR. Luther Burbank, Johnny Appleseed
APR. Hans C. Andersen, Wm. Shakespeare
MAY Queen Victoria, R.W. Emerson
JUNE Harriet Beecher Stowe
JULY Stephen Foster, Julius Caesar
AUG. Orville Wright, Oliver W. Holmes
SEPT. Jane Addams, Dr. Sam'l Johnson
OCT. Miles Standish, William Penn
NOV. Daniel Boone, Marie Curie
DEC. Ludwig Beethoven, Clara Barton

This information is from SARA FERNALD, Grade Critic, Illinois Soldiers and Sailors Children's School, affiliate school Illinois State Normal University, Normal, Illinois.

We hope the foregoing is helpful to you just as millions of people find chewing Wrigley's Spearmint Gum helpful to them.

Wrigley's Spearmint Gum is your standard of quality for real chewing satisfaction.



A2-3

AWARDS FOR RESEARCH

Pi Lambda Theta announces two awards of \$400 each will be given for significant research studies in education.

An unpublished study may be submitted on any aspect of the professional problems and contributions of women, either in education or in some other field.

The study should be submitted to: Alice H. Hayden, University of Washington, Seattle 5, Washington, by June 1, 1949.

DISCUSS GIRLS' ATHLETICS

An advisory committee appointed by the board of control of the State High School Athletic Association met in the conference room at the Missouri State Teachers Association December 13. The purpose of the meeting was to make recommendations for consideration by the board of control on participation of high school girls in athletics.

Members of the committee present were: R. L. Terry, superintendent of schools, Memphis; R. E. Becklean, superintendent of schools, Ruskin; and Martha Jane Ferguson, director of physical education, Normandy. Rosina Mary Koetting, director of physical education, Cape Girardeau State College, is also a member.

TUITION RATES INCREASED

The Clayton board of education recently increased tuition charges in all of its schools. The new annual tuition rates are: kindergarten, \$125; grades 1-8, \$200; 9th grade, \$225, and grades 10-12, \$250.

The new rates will go into effect with the opening of the 1949-50 school year.

FORM ADULT EDUCATION ASSOCIATION

A new organization, the Missouri Association for Adult Education, was perfected in Jefferson City, December 14.

Tracy E. Dale, assistant state commissioner of education, was elected president of the association. Dr. Sherman D. Scruggs, president of Lincoln University, was chosen vice-president and E. T. Miller, superintendent of schools at Hannibal, as secretary-treasurer.

The organization came about chiefly as a result of interest taken in the movement by the Department of Adult Education, Missouri State Teachers Association, the Extension Service of the University of Missouri, the Missouri Vocational Association and State Department of Education.

It is likely that the Association will ask the Legislature for state funds for adult education.

COUNTY DIRECTORY

A directory of schools of Moniteau county has been compiled and issued by County Superintendent Bernyce H. Bailey.

It contains a list of teachers, kind of certificates, qualifications and years of experience. It also includes a list of presidents, clerks and members of school boards, information on districts, including valuation, levies and enumerations. The directory reveals that the 44 rural

teachers have an average of 8½ years of experience with 56 college hours and average monthly salaries of \$189.00.

RADIO BROADCASTS TO FEATURE MISSOURI CONSTITUTION

"Our Missouri Constitution," a series of ten radio broadcasts, will be presented by the division of audio-visual education of the St. Louis public schools over Radio Station WEW, St. Louis, each Wednesday at 1:15 p.m., beginning February 2.

These programs are to assist schools in fulfilling the state requirement that all students, prior to graduation, have a comprehensive understanding of the Missouri Constitution.

FACULTY HONORED BY SENIOR CLASS

Each senior class of the Nixa consolidated school observes the tradition of honoring the entire faculty with a banquet.

This year the banquet was held in the farm home of Superintendent and Mrs. N. Earl Walker. Mrs. Walker is the senior sponsor.

Thirty-five guests, including class members and faculty members, were seated at appropriately decorated tables and enjoyed the banquet which was furnished and prepared by the members of the class.

The decorations were in keeping with the Christmas theme. The evening was spent in playing games, opening gifts and singing Christmas carols.



Ginger! Have you seen my electric razor?

TEACHERS OF COUNTY MEET

A group of forty teachers from Osage county met at the Frankenstein high school on Thanksgiving Day. A Linn high school bus made the circuit of fifty miles or more over smooth highways, farm-to-market roads, and narrow dirt roads, crossed and re-crossed by a meandering creek.

After a general inspection of the school and grounds, the group was summoned to the cafeteria, which was transformed into a banquet hall appropriately decorated in the true American spirit of Thanksgiving. The early afternoon was passed in informal sectional meetings of grade and high school teachers for the purpose of exchanging ideas and submitting individual problems for general discussion. Each teacher present made a wire recording of her voice. The teachers were entertained with a rhythm band demonstration by the primary teachers and a short movie of general interest.

IMPORTANT EVENTS

FEBRUARY

- 13 Association for Supervision and Curriculum Development Annual Meeting, New York City, February 13-16, 1949.
- 27 American Association of School Administrators Regional Conference, St. Louis, February 27-March 2, 1949.
- 27 Department of Elementary School Principals Regional Conference, St. Louis, February 27-March 2, 1949.

MARCH

- 25 Missouri Personnel Conference, Kirksville, March 25-26, 1949.
- 26 Department of Classroom Teachers of MSTA Annual Conference, Columbia, March 26, 1949.
- 30 Midwest Rural Life and Education Conference, University of Nebraska, Lincoln, March 30-April 2, 1949.

APRIL

- 1 Department of Elementary School Principals Spring Meeting, Columbia, April 1-2, 1949.
- 16 Missouri Association of Teachers of English Meeting, Education Building, University of Missouri, Columbia, April 16, 1949.
- 22 Spring Industrial Educational Conference, University of Missouri, Columbia, April 22-23, 1949.

MAY

- 16 National Congress of Parents and Teachers Convention, St. Louis, May 16-18, 1949.

JULY

- 3 National Education Association Annual Meeting, Boston, July 3-8, 1949.



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Midwest Conference on Rural Life and Education

The seventh annual meeting of the Midwest Conference on Rural Life and Education, sponsored by the Department of Rural Education of the National Education Association, will be held at the University of Nebraska, Lincoln, on March 31, April 1-2, 1949.

This is a conference where lay and professional leaders exchange ideas on the improvement of schools for rural life and education. Those concerned should plan now to be present.

This is the first of the midwest conferences to consider the needs of the school administrators in village, town, and consolidated schools. Officers of this new organization are: president, S. A. Ballantyne, superintendent of schools, Garner, Iowa; vice-president, A. R. Lichtenberger, superintendent of Underwood schools, Omaha, Nebraska; secretary-treasurer and Bernard C. Campbell, superintendent of schools, Lee's Summit, Missouri.

Leonard Jones, county superintendent of Buchanan county, is a member of the regional committee of the Midwest Conference, as is Arthur Summers, director of reorganization, State Department of Education, Jefferson City.

DISTRICT ASSOCIATION PERFECTS ORGANIZATION

The Central Missouri District Teachers Association met at the Central Missouri State College January 8, for the purpose of perfecting organizations in five departments of the Association in order to better promote educational interests.

The special meeting of the membership was called by the executive committee of the District Association. Following a brief discussion of the general purpose of the meeting the Assembly divided into five departments. The city superintendents elected Glenn F. Leslie, Eldon, president; Fred B. House, Warrensburg, vice-president; and L. G. Keith, Independence, secretary-treasurer.

Six sub-districts in the superintendents organization were created with two members of the executive committee from each district. They are: (Jackson) Carl Heuman, Grain Valley and Elmer F. Klein, Blue Springs; (Cass and Bates) E. E. Simpson, Belton and H. J. Habereacker, Butler; (Lafayette and Johnson) Lawrence Daniels, Centerville and L. H. Bell, Lexington; (Henry, Benton, Hickory, St. Clair) F. J. Webb, Windsor, and Roy E. Freund, Warsaw; (Saline, Pettis, Cooper) M. M. Pettigrew, Boonville and Chas. A. McMillan, Slater; (Cole, Miller, Moniteau, Morgan) B. A. Rogers, Eugene and Ira E. Grubb, Tipton.

The Secondary School Principals elected Marshall Miller, Independence, president; B. W. Robinson, Eldon, vice-president; and Donald G. Tarbett, Warrensburg, secretary. Representatives in the various sub-districts organized for the Secondary School Principals are: (Cole, Miller, Moniteau, Morgan) B. W. Robinson, Eldon and Burl Henderson, Lake Ozark; (Saline, Lafayette, Cooper) Charles R. Stafford, Slater; (Bates, St. Clair) Frank E. Robertson, Butler; (Cass, Jackson) Jesse E. Stinson, Independence and Marshall Miller, Independence; (Johnson) Donald Tarbett, Warrensburg; (Pettis, Benton, Hickory, Henry) Russell G. Lee, Windsor and Leo S. Scott, Windsor.

Elementary School Principals elected Kenneth Miller, Clinton, president; Dora Crane, Warrensburg, vice-president; and Ruby Brown, Eldon, secretary.

Classroom Teachers named Harold Lickey, Marshall, president; Mrs. Asenath Schroeder, Independence, secretary; and Charles D. Clark, Adrian, treasurer.

Following the election of officers and the transaction of other business for departments the group reassembled in Hendricks Hall to receive reports and to hear brief addresses by Dr. Marvin Shamberger, director of research, MSTa and Mr. Gordon Renfrow, director field service, MSTa.

News From Other States

NEW YORK—FINANCE

The New York foundation program allowances under the 1948 law allows \$200 per elementary pupil and \$240 per secondary pupil.

The minimum guaranteed by the state toward school support is \$60 per elementary pupil and \$100 per secondary pupil provided the local district raises as much as \$7 per \$1000 of actual valuation.

SOUTH CAROLINA—APPROPRIATION

The South Carolina Legislature will be asked by the State Department of Education to appropriate \$32,217,335 for educational purposes for 1948-50. This would give an increase of approximately \$1,700,000 per year for teachers' salaries.

NEW JERSEY—MINIMUM SALARY

The New Jersey Education Association has reaffirmed its desire for a \$2500 minimum salary for teachers and has asked for a liberalization of retirement provisions in its state law.

NORTH DAKOTA— SCHOOL COMMISSIONER

The Legislative Committee of the North Dakota Education Association is sponsoring a constitutional amendment to create a non-political state board of education with full jurisdiction over all matters of education in the state with power to employ an executive officer. The committee also proposes to offer legislation to lengthen the school term from eight months to nine months.

OREGON—TEACHER TURNOVER

Of the 14,000 teachers employed in the Oregon public schools 19.9 per cent quit the profession last year. This figure is compared with 18.7 per cent for the previous year.

ILLINOIS—SECONDARY SCHOOL PRINCIPALS

The Illinois Secondary School Principals Association has asked to become an affiliate of the Illinois Education Association.

INDIANA—CLASSROOM UNIT

The Indiana School Study Commission has recommended that classroom units for Indiana be defined as 30 pupils in average daily attendance in elementary and 27 pupils in high school, to be brought to a uniform figure of 27 for both in 1951.

WEST VIRGINIA—SCHOOL BUILDINGS

The need for new school buildings and construction and additional rooms in West Virginia has been estimated at \$100,000,000 to \$150,000,000 by the research department of the West Virginia's State Education Association.

The department estimates the local communities can raise only \$5,700,000 per year toward payment of this sum. The Association is advocating state aid to bridge the gap.

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COLORADO—COMMISSIONER

The people of Colorado at the last general election approved an amendment to their constitution providing for an elected state board of education and an appointed state superintendent or commissioner of education.

ALABAMA—STATE SUPPORT

State support for elementary and secondary schools for Alabama has been increased from \$12,151,000 in 1940 to \$44,598,000 in 1948. During the above years the average salary paid instructional staff members has increased from \$719 to \$1900.

PENNSYLVANIA—RETIREMENT

The Legislative Committee of the Pennsylvania Education Association will offer legislation to provide the minimum retirement allowance of \$30 per year of service not to exceed \$1200 or 90% of final salary of any teacher.

VIRGINIA—STATE AID

The Virginia Education Association is seeking state aid for teachers salaries sufficient when distributed on an equalization basis to insure that no degree teacher in the state will work under a scale of less than from \$2,000 to \$3,200 per year.

SOUTH DAKOTA—REORGANIZATION

The South Dakota Legislature will be asked to pass a permissive law giving county school districts of the county the privilege and authority to organize on a county unit basis.

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33c The Railroad Story: Science, Research, and Railroad Progress. Tells the story of the progress of American Railroads with emphasis on their scientific development, and the social implications of these developments. The booklet is adapted to units in science, social studies, geography, history, economics commercial subjects, and remedial reading. Chapters can be used for specific courses of study. Illustrated. Primarily for students in the upper grades. (Association of American Railroads)

34c Encyclopaedia Britannica Films' new catalog describes a library of 300 educational sound motion pictures. The alphabetical listing gives a comprehensive description of all films. An innovation in this catalog is a special section which lists the subject area correlation for all Encyclopaedia Britannica Films.

35c School lunch evaluation charts for schools wishing to appraise objectively the effectiveness of their lunch programs. (General Mills)

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OFFERS

VOCATIONAL AGRICULTURE

A new vocational agriculture department has been added to the Purdy school curriculum this year according to Superintendent Aubrey Keeling.

Harold Estes is the new instructor with 43 boys enrolled in vocational agriculture classes.

GREENE COUNTY LEAGUE SCHOOLS ON THE AIR

The Greene County League Schools started a series of radio programs over Station KGBX, Springfield, on January 15. The program is heard at 5:15 p.m. each Saturday.

Republic was the first school responsible for a program with the schools of the league to

follow in this order: Strafford, Fair Grove, St. Agnes, Willard, Walnut Grove, Bois D'Arc, and Ash Grove.

This "Schools on the Air" program will be largely experimental during the balance of the school year according to Lawrence J. Ghan, superintendent of the Strafford schools.

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EDITORIAL PAGE

Missouri Can Do More For Her Children

The cold facts that are available all indicate that Missouri can do more than she now does to help educate her children for living.

It is difficult for those who work with children to understand why parents of children and their relatives and friends are not willing to support education in this state equal to the ability of incomes.

Among the states, Missouri ranks 24th in per capita income but 38th in her effort to give education to her children. She spends 1.71 per cent of her income on public schools while the average state spends 1.89 per cent.

In terms of dollars and cents Missouri spends \$55.04 per pupil per year at the state level. This is to be compared with \$70.30 as an average in the United States.

Are state taxes already so high in Missouri as to be out of line with those of other states? The answer is No! State tax collections take 3.61 per cent of the income in Missouri. For the United States the average is 4.18 per cent. This national average tax rate applied to Missouri's income would produce 26 million dollars more than Missouri collects.

The profession is asking for a state school fund of \$45,000,000 per year which will bring our state up to only the national average in state support. In terms of this year's appropriation by the General Assembly the 45 million dollars would represent an increase of about 10 million in state aid. An additional 5 million needs to be raised through local effort to bring support up to the national average from that source.

We believe fathers and mothers and citizens of this state want their children to have better equipment, healthier school conditions and better teachers than could be provided without this money.

Money appropriated by our General Assembly for schools is spent under the jurisdiction of the local boards of education elected by the people to serve them. Citizens can really see the purposes for which they are taxed when the funds come from the state and are used in every locality.

Studies reveal that teachers enter the profession chiefly because of the gratification derived from dealing with boys and girls and the desire to be of service to society. They are forced to leave because of salary. Last year by moving from Missouri to some other state women teachers boosted their salary an average of \$787 and men \$706.

Missouri can and should do better by the educational program for her children.

THE UNIVERSITY OF MISSOURI

1949 SUMMER SESSION

CALENDAR

- June 8—Wednesday, Orientation and Registration for entering Freshmen.
June 9—Thursday, Registration for Freshmen previously enrolled, Sophomores, Upperclassmen, and Graduate Students.
June 10—Friday, Classwork begins.
July 4—Monday, Independence Day, holiday.
August 3—Wednesday, Eight weeks Summer Session closes, 4:30 p.m.
Summer Commencement, 8:00 p.m.
August 31—Wednesday, Summer Session in Law closes 4:30 p.m.

THE SUMMER SESSION

The 1949 Summer Session will be organized in one Eight Week Term except in the School of Law. The program in the School of Law will be organized in a Twelve Week Quarter.

All Schools and Colleges of the University will be in operation for Summer Session students.

College of Arts and Science
College of Agriculture
School of Business and
Public Administration
College of Education

College of Engineering
Graduate School
School of Journalism
School of Law
School of Medicine

Adult Education and Extension Service

Increased professional preparation is particularly important for teachers at this time. Extensive opportunities for both Undergraduate and Graduate Study in Education will be available for teachers, administrators and other students specializing in Professional Education.

For information about the Summer Session, write to the Dean of the School or College in which you are interested or to The Director of The Summer Session, 212 Education Building.

Special information relative to provisions for Veterans may be obtained from: Veterans Service Committee, 1 Lathrop Hall, University of Missouri.

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